

The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

Commissioned by



Department
for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](#) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment. The funding **should** be spent by 31st July but the DfE has stated that there will be **no clawback** of any unspent money so this can be carried forward into 2023/24.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2023. To see an example of how to complete the table please click [HERE](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2022/23	£0
Total amount allocated for 2022/23	£18 980
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2023/24	£18 990
Total amount of funding for 2023/24. Ideally should be spent and reported on by 31st July 2024.	£18 990

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study	100%
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2023. Please see note above	98%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	98%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	Yes/No

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Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2023/24		Total fund allocated: £18 990		Date Updated: 28/07/24	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: %
Intent	Implementation		Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To ensure high quality achievement in PE	<p>To employ 1 specialist PE teacher and 1 sports coach with a degree in the teaching of PE (subject specialism of dance and gymnastics) to teach a percentage of physical education levels across the school.</p> <p>To have a specialist PE leader in school with middle leadership responsibility who has built in time to monitor the quality of teaching in PE and to coordinate training and CPD.</p> <p>To provide release time for the lead practitioner to develop the PE curriculum, write progression documents and new medium term plans to ensure quality, coverage and consistency.</p> <p>All staff to plan learning in PE that builds on what pupils of all abilities already know, understand and can do,</p>		<p>£2500 for lead practitioner allocation to prioritise developing PE curriculum and monitor impact</p> <p>£2500 cover release for lead practitioner to provide time to develop and improve PE curriculum in school</p>	<p>By the end of each key stage the children are reaching at least the age related expectations through outstanding teaching of Physical Education.</p> <p>By the end of year 6 every child knows how to perform self rescue in water.</p> <p>All children are challenged to improve their personal fitness.</p> <p>The needs of gifted and talented pupils have been met through additional provision and personalised support programmes for them.</p> <p>The percentage of children undertaking at least 30 minutes of physical activity a day in school has</p>	<p>CPD will help to ensure teachers receive quality training to help improve quality of lessons and therefore outcomes. This will help ensure that teaching over time improves and will be self-sustaining. T</p> <p>The newly embedded PE curriculum ensures that all teachers, including those new to the school will have a very clear understanding of the knowledge, skills and component tasks needed for each unit to ensure high quality PE</p> <p>An extra term of swimming lessons will ensure that all children can perform self-rescue skills and swim 25 metres unaided by the time they leave school.</p>

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<p>For the Lead practitioner for PE to audit the current levels of physical activity all children in the school are engaged in throughout the week.</p> <p>To ensure all pupils take part in high quality daily opportunities for physical activity during break and lunch times.</p>	<p>and identify what pupils need to do next in order to improve.</p> <p>Set the highest expectations of staff and pupils, and model good practice.</p> <p>Monitoring by RK/LB- All staff to regularly assess learning through their observation and questioning, and provided pertinent feedback to challenge pupils to improve their performance.</p> <p>To provide opportunities for staff development in the teaching of PE through observations of qualified sports teachers and whole staff CPD.</p> <p>To provide opportunities for employed sports teachers to attend specialist CPD sessions.</p> <p>The lead practitioner will audit activity levels of all children. This will include writing and facilitating the completion of pupil and parent questionnaires and analysing and the results.</p> <p>Surveys will be undertaken to determine pupil preferences for break/lunch and after school activities to encourage greater participation.</p> <p>School Sports Crew to run daily break time activities on playground and field at playtime and lunchtime to encourage pupil participation in daily physical activities.</p>		<p>risen by 7% to 100%</p> <p>All children leaving school know how to perform self-rescue in different water-based activities</p>	<p>Have a deputy PE lead to shadow PE lead to add capacity and for growth sustainability.</p> <p>Sports Crew is a pupil led initiative to gather and implement pupil opinions about school sports and</p>
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	A member of SLT to be on lunch duty each day, co-ordinating physical activity opportunities, organizing lunchtime supervisors to run these in zones and implementing sports crew activities.			physical activity. Each year is represented from 3-6 and run activities for the whole school. This is easy to establish and older pupils can help train younger pupils as more Crew are established.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: %
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To encourage increased participation in extra-curricular sports activities.	<p>Pupils of all ages, abilities and interests are able to access a range of sport activities and competitions, both internally and externally.</p> <p>Pupils of all ages, abilities and interests are able to access a range of weekly after school clubs and lunchtime clubs, including targeted G&T provision.</p> <p>Ensure a rolling programme for breadth and depth of coverage.</p> <p>Embed provision for Level 2 competition.</p> <p>Complete the Sainsbury's School Games Award and YST Quality Mark.</p> <p>Resource and deliver St. Bartholomew's Sports days.</p>	<p>£8,000 (provision for paid coaches to run x3 after school clubs per week and x3 lunchtime clubs per week, travel to tournaments, training of Sports Crew)</p> <p>£3000 allocation to pay for children identified as disadvantaged to access extra-curricular sports provision that is an extra cost</p>	<p>Children of all abilities have accessed extra-curricular sporting provision, improving their health and fitness, social skills and emotional well-being</p> <p>The range of clubs available and provided and funded by the school has significantly increased and been informed by pupil voice (sports clubs added this academic year – ultimate frisbee, gymnastics, Table Tennis, basketball). This is in addition to football, multi-skills, dance, cricket, tennis, trigolf and orienteering</p> <p>Children have accessed a higher standard of inter-school competition in an increased range of opportunities. Consequently, they are challenged further in terms of</p>	<p>This is sustainable as it is teachers employed by the school who deliver extra-curricular sessions.</p> <p>Continue to survey children and increase the breadth of clubs available based on pupil voice.</p> <p>Complete annual audit of local sports provision to help signposting to clubs.</p> <p>Use sports premium to pay for disadvantaged pupils to attend local provision.</p>

	<p>Increase engagement through the introduction of B and C teams. Improved signposting for G&T children into local clubs and creation of a talent pathway.</p> <p>Year 4 Bikeability session planned and delivered to develop skills and safety when riding a bike.</p>	<p>after school</p>	<p>ability, technique and competitive tactics. Children feel pride in representing a school team. The mixed football team won the Primary All-Stars competition hosted by Wolverhampton Wanderers football club.</p> <p>Children have celebrated a year of physical activity and competition and the school has achieved Sainsbury's School Games and YTS Quality Mark status - (Gold level confirmed July 2024)</p> <p>Clearer talent pathways are available leading to an increased range of opportunities, so talent is nurtured and challenged and children can continue to excel (Bollywood Dance shows in the community, Ballroom dance competitions, children representing the county in cricket and football, children being scouted for football youth teams).</p> <p>PE lead has completed annual evaluation of participation which includes monitoring of targeted children identified in the previous review in addition to identifying children who still do not access extra- curricular provision.</p> <p>All children in Year 4 completed Bikeability level 1 training</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Percentage of total allocation:

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Intent	Implementation		Impact	%
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To raise the quality of teaching and learning in PE.	<p>LB to evaluate and improve the medium term planning of the PE curriculum to establish clear progression and provide staff with the knowledge they need to deliver an outstanding curriculum.</p> <p>Provide teachers with further CPD to enhance their confidence and knowledge when delivering and assessing sports.</p> <p>RK/LB to observe specialist teachers and staff to improve practice.</p> <p>To monitor the quality of teaching and learning across all key stages.</p> <p>Dedicated leadership time given to ensure monitoring of the curriculum can be completed. LB to support with planning, resources and delivering of a knowledge and skilled based lesson.</p> <p>The Director of School Improvement to establish a PE network group consisting of PE leads from across the</p>	<p>£1500 over the course of the year to release all class teachers to observe best practice in PE teaching.</p> <p>£600 to release PE lead to attend MAT PE network meetings/training.</p> <p>£1500 leadership release for PE lead to monitor with HT quality</p>	<p>Staff are more confident and competent in terms of their knowledge and understanding of the PE curriculum.</p> <p>Enhanced quality of teaching, learning, delivery and assessment of PE has led to improved standards with greater and more rapid progress.</p> <p>Regular reviews of the curriculum and its implementation have helped ensure that progression of skills is mapped appropriately and delivered successfully.</p> <p>Pupils demonstrate positive attitudes to health and well-being – both inside and outside of PE lessons - and can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional well-being.</p> <p>The PE lead has become more</p>	<p>Creating a leadership post and ensuring that dedicated weekly release is given will help guarantee that staff training, skills and knowledge are kept up to date.</p>

	St Bart's MAT. This will incorporate training for leaders and networking opportunities to raise the profile and provision of PE across the Trust.	of PE provision and ensure PE CPD reflects requirements.	knowledgeable about research informed developments in PE teaching and developed and delivered CPD which has positively impacted on standards.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To enhance lunchtime and after school PE provision.	<p>To ensure a wide range of physical education clubs are available to children in all year groups which are responsive to pupil's voice.</p> <p>Create a quantitative means to measure pupil's enjoyment of lunch time physical activity through a pupil questionnaire. Collaborate with AW – sports specialist to enhance lunch time provision.</p> <p>LB to provide professional development to enhance lunchtime provision and to establish outside learning leaders – Sports Crew and lunchtime supervisors.</p>	£5000 (some crossover with K11)	<p>Increased provision of physical education clubs and an uptake in extracurricular lunchtime sport.</p> <p>Through pupil voice, RK, LB, CY, is aware of pupils' enjoyment and perceptions of PE and can adapt existing provision to meet their needs.</p> <p>Lunchtime Supervisors have high expectations and model quality first practice. Increased engagement in physical activity improves pupil health and fitness, social skills and emotional well-being.</p> <p>A more structured approach to</p>	To ensure sustainability all staff must receive regular and up to date training. Monitoring will ensure that it is delivered successfully and has an impact on outcomes

	Assistant Headteacher to coordinate lunchtime activities and line manage lunchtime supervisors to increase the range of physically active opportunities during lunch times.		lunchtime activity has led to improved behaviour and fewer severe behaviour incidents. Enhanced outdoor provision leads to relaxed, refreshed, recharged and ready to learn children.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:		Funding allocated:	Sustainability and suggested next steps:
Maintain participation in school sport at 100%	MAT Competitions/Festivals Regular Intra competitions: Ensure intra class competitions and competitions in PE lessons House, Class & Whole School with certificates / trophies. Leaders to run competitions at lunch times.	£500 (resources to run MAT competitions) £500 - travel to competitions including shared minibus	LB has collected all registers from class teachers and produced a report at the end of the year. Competition schedule to go inside of after school clubs. Photos for evidence. Result sheets and certificates Promote competitions on school website and twitter. School Games Mark Gold achieved July 2023	MAT wide competitions are now well established. As the MAT has grown, so have opportunities to participate. Extend to network of local schools.

Signed off by	
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Subject Leader:	Laura Benbow
Date:	28/07/24
Governor:	Sarah Redfern
Date:	28/07/24