

# 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 judgement, 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 offers
- 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 <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools> 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 underspend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment.

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 31 July 2023.



## Details with regard to funding

Please complete the table below.

|  |         |
|--|---------|
| Total amount carried over from 2022/23   | £0      |
| Total amount allocated for 2023/24   | £19,330 |
| How much (if any) do you intend to carry over from this total fund into 2024/25? | £0      |
| Total amount allocated for 2023/24   | £19,330 |
| Total amount of funding for 2023/24 to be reported on by 31st July 2024          | £19,330 |

## Swimming Data

Please report on your Swimming Data below.

|   |     |
|---|-----|
| <p>Meeting national curriculum requirements for swimming and water safety.</p> <p><b>N.B.</b> Complete this section as best you can. 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.</p> <p><b>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</b></p> |     |
| <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</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.</p> <p>Please see note above</p>  | 78% |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>   | 63% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>  | 78% |
| <p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming, but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>   | No  |

## 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.

|  |   |                                     |                    |  |   |
|--|---|-------------------------------------|--------------------|--|---|
| <b>Academic Year: 2023/24</b>  |   | <b>Total fund allocated: £19330</b> |                    | <b>Date Updated: September 2023</b>  |   |
| <b>Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport</b>  |   |                                     |                    |  | Percentage of total allocation:<br>43%  |
| <b>Intent</b>  | <b>Implementation</b>   |                                     | <b>Impact</b>      |  |   |
| Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:<br>What do pupils now know and what can they now do?<br>What has changed?  | Sustainability and suggested next steps:  |
| Torquay sports programme, employing experts to support the delivery of PE sessions, alongside teachers, thus also developing CPD. The programme will follow the school curriculum and be available to all pupils every week. This will positively impact teaching and learning of PE whilst improving the confidence of staff. | Provides relevant physical education and sport specific CPD for all staff, thus enhancing the skill level and knowledge of the staff team as a whole. All sessions attended by class teacher / TA for that phase. |                                     | £8400              | Teachers have used this system previously and as a result of its continued success we have increased our purchase to ensure a more regular and comprehensive CPD and delivery. | Subscription will ensure that we always have access to specialist support from a PE expert. Developing staff confidence, knowledge and skills remains at the forefront of our whole school goals as this resource is the most sustainable and has the greatest impact beyond just in increase of physical movement and staff development. |
| <b>Key indicator 2: The engagement of all 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</b>   |   |                                     |                    |  | Percentage of total allocation:<br>19%  |
| <b>Intent</b>  | <b>Implementation</b>   |                                     | <b>Impact</b>      |  |   |

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| Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:<br>What do pupils now know and what can they now do?<br>What has changed?  | Sustainability and suggested next steps:   |
| Increase activity levels during lunchtimes.  | The school benefits from 4 outside climbing frames which are across the site and therefore accessible to different age ranges and year groups. An up-to-date review for safety purposes is required and we will need to maintain a staggered lunch to best facilitate the use of these areas. | £1000 (as required) | Activity levels during lunchtimes to be monitored by MDAs/PE Coordinators. Behavior monitored via the usual school reporting channels. Staggered lunch enables safer play for our pupils, thus lowering the number of accidents and incidents due to a wider space to play on. | Continued investment in durable playground equipment and it's upkeep will ensure a longevity of the apparatus. The equipment range will increase physical exertion by the pupils as they will want to climb, slide and hang thus increasing respiratory rates and muscle growth. |
| Increase daily levels of activities.   | Continued delivery of the Daily Mile activities in the playground by all classes. The playground marking already exists for this but sessions will need to be timetabled and staffed to ensure safety.  | £500                | Daily Mile activities increases physical activities as the children are more active through specified timetable slots.   | Providing positive experiences will instill a love of physical activity and engagement thus encouraging a life-long participation and enjoyment of physical activity.  |
| All children able to competently swim 25 metres by Year 6.   | Book top-up sessions for any children that do not meet the minimum required during their curriculum swim (in Y3 and Y4). Additional sessions for children in Upper Key Stage 2 as necessary.  | £2200               | Assessment data to be provided by swimming centre. PE coordinator to identify any children for top-up sessions – book sessions and transport.  | By using the funding to provide top-up sessions for children, we hope to ensure that every child can swim at least 25 metres by the end of Year 6. This is particularly important considering we are a coastal school and community.   |

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|--|-----------------------|---------------|---------------------------------|
| <b>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</b> |                       |               | Percentage of total allocation: |
|  |                       |               | 17%                             |
| <b>Intent</b>  | <b>Implementation</b> | <b>Impact</b> |                                 |

| Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:   |
|--|--|-------------------------------------|---|--|
| Provide leadership opportunities for pupils across the subject, promoting pupils as role models and identifying successes within their own daily lives.  | Develop Sports Leaders across the school in line with new house teams to relaunch this approach of working together for a common goal.<br><br>Play Leaders utilized to aid with the younger pupils in the school | £630 (resources / staff allocation) | PE Coordinator to track participation in the leadership of pupils.  | By continually involving the citizenship council, children become trained in supporting their peers.<br><br>By utilizing pupils that struggle behaviourally but are seen to have caring and positive role model impact on younger pupils, these pupils will feel a sense of achievement and want to improve. |
| All children with increased time during lessons/clubs to develop their skills due to good access to equipment.   | Purchase / update equipment and resources for PE lessons and sports clubs.   | £1000 as required                   | Assessment to be conducted at the end of every PE unit to monitor progress. Conversations with staff to ensure lessons are well resourced.  | Providing enough equipment for every child in the class remains a key focus for us as it will ensure that children are able to develop their skills at their personal rate. Adequately resourcing lessons will ensure our staff are supported in their delivery of high-quality lessons                      |
| Access to a broad/ balanced curriculum with high-quality delivery; competitions; opportunities.  | Release PE lead to be able to provide training, create development and complete PE admin that allows the organisation of sports festivals/ competitions and also monitors the quality of                         | £1500                               | Pupils receive a quality curriculum, with the chance to compete, develop lifelong skills and a love of physical activity, and can trial sports they would not normally encounter. | Having sufficient time to complete all duties necessary to the PE Coordinator role will ensure that every child has access to the best curriculum/ appropriate competition/  |

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|  | provision/ teaching. |  |  | leadership opportunities/<br>further opportunities to be<br>active and healthy. |
|--|----------------------|--|--|---|

| Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils   |   |                      |  | Percentage of total allocation:  |
|--|---|----------------------|--|--|
|  |   |                      |  | 10%  |
| Intent   | Implementation  |                      | Impact   |  |
| Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:<br>What do pupils now know and what can they now do? What has changed?   | Sustainability and suggested next steps:   |
| Increase the number of children being exposed to a range of sports activities.   | Supporting specialist sports coaches to deliver extra-curricular clubs. In addition, offer extra sports sessions for children during enrichment activities that may include gym, dance, multisport, skipping etc. | £500 (for resources) | Club enrichment register to be maintained so the take up remains measured and less active children could be targeted if desired.   | Employing specialist coaches will ensure that we can diversify our offer to engage as many children as possible. Providing alternative/positive experiences will encourage children to be lifelong participants. |
| Maintenance of sensory rooms and additional sensory equipment for SEN children   | This includes maintenance checks and upkeep of large equipment such as foam balls, frames and bars for all children who require additional physical activities.   | £1000                | All children regardless of need will have access to a space that allows a physical release at times of stress and high anxiety. This will be timetabled for those who most need this facility. | This continues to maintain a sustainable space with safe equipment.  |

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| Increase range of experiences to disadvantaged and SEN children during the school summer breaks through the use of external providers. | Made available through partnership working and external LA grants for hire of hall space.<br><br>Work in partnership with relevant bodies and ensure they seek appropriate funding for the hall hire in summer term. | Achieved through further grants. | Pupils will have had opportunities to experience a wider range of sports and activities otherwise not normally available to them. This will enhance life experiences. | Maintain in future through appropriate grants and explore options of activities on offer based on feedback.              |
| Maintenance of outside safe spaces for active children at an age-appropriate level, including nursery.                                 | Relevant checks and upkeep involving professional services where necessary.  | £500 (for resources)             | Maintain the use of outdoor practical facilities to help with the continuous provision of physical development (prime area)   | Continual checks and monitoring will enable the space to be utilized in this fashion for a longer more sustained period. |

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|--|---|--------------------|--|--|
| <b>Key indicator 5: Increased participation in competitive sport</b>   |   |                    |  | Percentage of total allocation:<br>11%   |
| <b>Intent</b>  | <b>Implementation</b>   |                    | <b>Impact</b>  |  |
| Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:<br>What do pupils now know and what can they now do? What has changed?   | Sustainability and suggested next steps:   |
| Increase the number of children involved in appropriate competition.   | Work closely with other schools in the Connect Academy Trust to develop a program of competition (Connect Games), in the Torbay area schools and Plymouth schools. Invest in trophies and cover transport cost. | £600               | Coordinator to monitor participation. Meetings held with PE Coordinators termly. Pupils understand competitive sports, good sportsmanship and see the application of teamwork. | Working closely with our trust schools will mean that we are able to offer a sustainable route for competition for children of all ages and abilities. |

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|---|--|----------------|--|--|
| Increased participation in competitive sport/ sports day funding. | <p>The provision of equipment, allowing annual sports day to be provided in an off-site location, including safeguarding facilities that are necessary for this opportunity to be delivered at the request of the off-school site.</p> <p>P.E. lead to liaise with local sporting organizations and ensure sign up to competitive events (football) in local area)</p> | £1000          | <p>Sports day will take place over 2 days as it has previously in an off-site location. This model has been highly successful in the past, increasing attendance and participation whilst maintaining the safety of the children from the supporting school/site. Pupils will be better equipped to handle competition including demonstrating good sportsmanship, understanding gracious winning and how to cope with losing.</p> <p>Pupils will develop teamwork skills and understand strategic gameplay.</p> | Maintenance over the coming years will enable sustainability. Broaden to sports beyond football if there is the ability and uptake in the local community. |
| Contribution to the running of the minibus.                       | In order to attend sports' festivals, and also, festivals created by the school as part of the curriculum as well as taking teams to play competitive sports outside of school hours. The figure allows for these events to also be staffed, enhancing the experience for children.  | £500 (nominal) | The school has adjusted the provision of the minibus and now is an equal shareholder in access to a shared Torbay bus. It is used particularly to support residential outdoor experiences and off-site PE opportunities and so reduce the burden of cost on parents.   | In running the minibus, we will be able to continue to widen the opportunities to our pupils.  |

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| Signed off by    |                 |
| Head Teacher:    | Benjamin Wallis |
| Date:            | 01.09.2023      |
| P.E. Coordinator | Amber Kendall   |
| Date:            | September 2023  |