

# 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](https://www.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. **All funding must be spent by 31st July 2023.**

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 of funding for 2023/24. To be spent and reported on by 31st July 2024.	£ 17040
---	---------

## 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. <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>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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 2022. Please see note above	20%
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	10%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	0%
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?	Yes

## 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: 2022/23		Total fund allocated:	Date Updated:	
<b>Key indicator 1:</b> 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:
				47%
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 enable more pupils to self-regulate emotions through physical activity and increase opportunities for sensory circuits during the school day.	Further training in sensory circuits to enhance staff knowledge and enable staff to better meet the needs of all pupils.	£1490	Sensory Circuits use sensory-based movement activities have increased pupil preparation for the day's learning. This has been reflected in the way it has helped help pupils to achieve the 'just right' level of alertness they need to concentrate	Further input from a sensory OT to continue to support this across the school. Regular timetabled slots. Ongoing staff training and equipment updates
Weekly hydrotherapy sessions. This will build pupil knowledge of water safety, water confidence and basic swimming skills.	Some pupils have differentiated hydrotherapy lessons for at least 20/30 minutes a week. To take account of individual physical and cognitive skills.	£3000	Ongoing development of physical needs. Improved water confidence, enjoyment and regulation opportunities.	Access to this provision will continue as an important part of the school curriculum offer and an important physical opportunity
Access to the community swimming pool.	Pupils have access to swimming lessons delivered by a qualified swimming staff. They follow the standard swimming framework. The approach is profoundly personalised to meet each pupil's need.	£3400	Pupils are making good progress against individual targets set from the swimming framework, particularly confidence and moving independently in the water.	Access to this provision will continue. 24/5 our offer will run across the primary phase in Term 1, 4, 5 and 6.
				Percentage of total allocation:

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				4%
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 embrace and embed the new swimming curriculum developments	Swimming leads provided with time to consolidate knowledge and understanding and ensure pupil targets and planning are moderated and in place.	£650	All staff know and understand the new swimming curriculum. All pupils are baselined, individual needs are planned for and progress is matched against the new curriculum. A clear development structure is in place. A clear understanding of pupil progress and next steps is evident.	Ongoing monitoring and evaluation will be in place to ensure the curriculum offer continues to match pupil need and effectively measure progress.
To continue to monitor the new aligned primary PE curriculum and ensure it is running effectively across all campuses	Curriculum team monitoring and evaluation time, school monitoring and evaluation focus Lesson drops ins and timetable scrutiny	No additional cost	All staff know and understand the new PE curriculum offer and are following the Long-Term Plans to ensure that pupils have access to a broad and balanced progressional offer that meets pupil needs.	This supports ongoing training and resource needs and continued work on adapting areas of the curriculum offer so that it is always accessible to all.


Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				22%
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 provide ongoing quality training based on staff need	<p>Staff questionnaire highlighted a request for training in gymnastics</p> <p>Gymnastics for All training provided the Disability Sport Lead</p> <p>PE for All training looking at how the curriculum offer can be adapted for all pupils</p> <p>Positive Playground Training</p>	£3700	<p>Increase in staff confidence and understanding of how gymnastics can be adapted to meet the needs of all learners</p> <p>Lesson drop ins show an increase in quality gymnastics provision</p> <p>Improved focus on the structure of the session to support all pupils, especially those that are learning to learn, to engage and focus. Increased use of adaptations to support the key theme. Increased pupil access.</p> <p>Increase focus on adults role in leading and supporting active play. Development of playground zones, for example, in the upper school playground. Additional resources improving active opportunities.</p>	Ongoing review of staff needs to support the curriculum. Particular focus on sensory circuit training. Further update and repair of resources and spaces
<b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				21.5%
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:



Additional achievements:  To match the equity of experiences across the primary cohort.	Liaise with the new SGO in the North. Map the SEND calendar of events for the year. Attendance by a range of classes/ages.	£3650	Increased attendance at events for the Chippenham campus to match the Trowbridge offer, including the Dance Festival, NAK, Rainbow Shower and the Santa Dash. Increase opportunities for our complex AS cohort	Ongoing tracking to record the range of activities and pupil access. Tap into new SEND opportunities being offered across Wiltshire to continue to broaden our offer.
---	--	-------	--	--

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				4.5%
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 increase our cross campus/intra sport opportunities	MATP cross school competition facilitated by SGO, Wiltshire SEND Lead and Sport Leaders Cross campus sports day	£750	Opportunity for all Pre-formal learners to take part in MATP Challenge and all staff trained to facilitate this successfully. Parent involvement encouraged. Successful Sports Day providing opportunities for all pupils to participate across the school	Ongoing MATP staff training. Annual MATP competition to extend to including other special schools. Ongoing Sports Days exploring further cross campus activities

Signed off by		
Head of Campus:		Siobhan Cheadle

