



The Primary PE and Sport Premium

Planning, reporting and
evaluating website tool

Updated April 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 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

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 2021. To see an example of how to complete the table please click [HERE](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£1,730
Total amount allocated for 2021/22	£20,285
How much (if any) do you intend to carry over from this total fund into 2022/23?	£405
Total amount allocated for 2022/23	£17,800
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023	£18,205

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	
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 2022. Please see note above	88%
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	79%
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?	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.

Academic Year: 2022/23		Total fund allocated:	Date Updated:	
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: 28 %
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
Using skipping to inspire children to participate in more physical activity. Give children the opportunity to skip regularly throughout the school week and being motivated by skipping throughout the year.	Book four Dan the Skipping Man workshop events to maintain interest and teach new skipping skills. Update rope supply for each child to ensure every child has a rope for breaktime use.	£1877	Children’s interest and engagement in skipping at breaktimes has been consistently good throughout the year. Skipping has encouraged pupils to engage more in active play each week. 83% of children rated their enjoyment for Dan the Skipping Man sessions a 5/5 and 34% of children said that they skip every day, 59% reporting that they skip at school frequently. 67% of children said that they skip at home.	Book further DTSM event workshops for next year, one for each term. Implement a ‘skipping area’ at break times. Consider whether awards through the year would raise engagement and motivation further.
Offer children a variety of opportunities to engage in physical activities at breaktimes and at forest school through a range of games and	Gather feedback from pupils regarding current breaktime resources and maintain equipment to engage pupils during breaktime	£500	A greater number of children are engaging with breaktimes. 60% of children said that they really enjoy playtimes and 80% said	Ensure mid-day supervisors and TA’s are knowledgeable and confident in their use of breaktime resources. Perhaps,

equipment.	games.		that their heart pumps fast at playtime.	investigate CPD for support and mid-day supervisors for active play times or introducing play leaders. Consider a playground layout to promote more activity at playtimes.
TA to facilitate some forest sessions to model and encourage active engagement in a range of activities.	Gather pupil's perception on forest school to see whether this has made them more active in the outdoor environment.	£2759	75% of pupils commented that they feel very active at forest school sessions and reported different activities such as 'climbing, digging, swinging, building'.	Book further forest school to ensure this is being provided. Train other members of staff to become forest school leaders.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Percentage of total allocation: 6 %
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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:
Increase the profile of cycling to pupils at school and encourage more engagement of children cycling to and from school safely as well as in the local area.	Offer Bikeability to two-year groups as a sequence of learning and as part of a whole school encouragement to cycle to and from school. Promote this as part of a healthy active lifestyle in assemblies.	£1080	In a pupil survey conducted after Bikeability sessions, Year 5 children who scored the top rating (4 and 5 out of 5) to feel confident in cycling outside of school increased by 15%, with 85% reporting that they feel safe to cycle outside of school after the sessions. Children are participating in cycling more frequently after the sessions 68% pupils cycled alone outside of the school, which is an increase of	Gather data in September on pupil travel choices and safety to assess sustainability impact.

		18%. 68% of children also commented that they enjoy cycling, compared to the 52% prior to the sessions.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				23%
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:
Improve teacher confidence, knowledge and skills in teaching PE and sport with the support of Greenfields. Greenfields consultant to support new subject leader expertise.	With the support of a Greenfields specialist, identify current teacher confidence and knowledge, plan and implement 6 staff meetings across the year targeting specific teacher needs and whole school patterns. For example: dance and gymnastics knowledge, structuring a PE lessons and use of new planning resource.	£3600	The results of a staff audit indicate greater confidence in teaching. Learning walks show increase in pupil activity levels. Pupils shared more enjoyment and greater learning outcomes in Pupil 'Book' Studies.	Continue to monitor teaching and learning next year. Greenfields to help new subject leader navigate whole-school approaches such as making lessons supportive and challenging for all learners using STEP.
Continue to develop the successful use of the PE hub as an effective whole-school scheme and assessment tool.	Implement new curriculum planning and assessment tool, The PE Hub. Introduce during a staff meeting and monitor its use through learning walks and pupil studies. Ensure staff are knowledgeable and supported to teach from this robust and broad curriculum.	£455	The new curriculum has been taught efficiently and identified as hugely supportive by teaching staff. Learning walks have shown more consistent use of the plans. Observations show greater clarity by teachers on what pupils should know and be able to do by the end of the lesson. The assessment tool is beginning to be implemented to	Continue to monitor teaching through pupil studies, learning walks and staff meetings to discuss how we teach PE at Brooklands and make next steps. Embed the assessment and ensure assessment information on PE is part of transition.

Support subject leader's knowledge and confidence in leading PE and supporting other staff members by buying membership to the Association of PE.	Keeping up-to-date on research and relevant key issues to help recognise ways the subject can be enhanced in school, i.e. more active play times. Expert advice to support subject leader's development.	£95	track learning. Subject leader has a clearer vision of areas to improve within the school due to national research undertaken. Staff are supported by research and a more confident subject leader.	Continue to use the association of PE membership for advice and CPD for subject leader. Subject leader to participate in the online webinars.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 24 %
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:
Offer pupils the opportunity to try squash lessons, clubs and trips and link them to local clubs that can support this long term.	Off The Wall Squash coaches to teach a sequence of lessons and offer an after-school club for Y1-6. Teachers to observe and support these sessions to upskill their practise. Visit local squash facility to illustrate to pupils how they can continue their interest in/out of school.	£4234	All pupils from Year 1- Year 6 have experienced high quality squash lessons and played of real squash courts, broadening their experience of sport. As a result of this, 49 children have chosen to participate in squash club after school.	Consider if teachers are now sufficiently upskilled to deliver these sessions next year. This would free up funding for broadening pupils' experiences e.g., local water water sports.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 19 %
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:
Increase the quantity and range of competitive events aiming to engage a greater number of pupils and celebrating their sporting achievements across the school to raise the profile.	Continue membership with Westbourne School Games and sign up for a greater range of inter-school competitions that will allow a broader range of children to participate.	£550	Pupils have attended Cross Country (Year 4-6) and Roman Cup (Years 3-6). Achievements have been displayed and shared in assemblies. Pupils are aspirational in speaking about seeing others' achievements. As a result of this, 52 children have represented the school in competitive sporting activities.	Aim to join further events through Westbourne Sports such as netball, basketball and tennis. Explore appropriate competitive opportunities for Key Stage 1. Continue to share pupils' success in assemblies. Develop relationship with local schools to compete in football and netball games.
	Releasing the PE lead to support and facilitate the children at the Roman Cup.	£3055	Children were able to have an appropriate warm-up and cool down led by the PE lead. Children were provided with appropriate coaching advise and emphasis on boosting team morale. C An increased number of 40 children took part at the Roman Cup across eight days. This is the highest number of pupils that entered from Brooklands.	Choose a wide selection of children next year, including SEND and Pupil Premium to broaden the scope of children participating in competitive games.

Signed off by	
Head Teacher:	

Date:	
Subject Leader:	Khaddock
Date:	19.07.23
Governor:	
Date:	