

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](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£17,770
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£18,070
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£18,070

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 2023. Please see note above	63%
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	74%
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

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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: 2022/23		Total fund allocated: £18,070	Date Updated: 18.07.23	
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:
				31.2%
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:
Ensure all pupils across KS2 are able to safely ride a bike, including a better understanding of road safety.	Cycle Derby – Bikeability Level 1 Cycle Derby – Bikeability Level 2 Cycle Derby – Learn to Ride Cycle Derby – Bike Hire Cycle Derby – Balanceability	£100.00	All children in year 5 completed the Level 1 Bikeability to improve basic handling. Confident riders accessed Level 2, learning how to ride safely on the road. Balanceability in FS2 provided a pathway. Some children were able to access the learn to ride during this session. Learn to Ride in Year 2 allowed all children a safe environment to learn. All children were able to ride unaided by the end in some capacity.	Continue to access funded programmes from Derby City.

Fund opportunities to take part in extra-curricular activities to increase participation	Premier Sports Extra-Curricular Clubs. Vary sports and year groups each half-term to provide full coverage. Monitor attendance of funded spaces.	£3,120.50	Children attended the extra-curricular activities. Towards the end of each half-term, there was some drop-out. Spaces were monitored to provide opportunities for the widest audience possible.	
Physical Literacy intervention programme.	DCCT to support baseline assessments and identify children requiring physical literacy support. Sports apprentice to be trained on intervention session delivery. Re-assessment booked.	£1,149 (DCCT affiliation package)	The intervention scheme was identified as an important programme for our school. Although some impact was evident, a greater range of children would benefit.	Identify and train new staff for physical literacy interventions. Resources physical literacy benchmark assessments.
Increase variety of equipment that can be accessed during active break and lunch times.	Identify the activities pupil engage with at break and lunch. Sample pupil voice for new ideas. Monitor engagement and improvements in behaviour.	£1,274.95	Continue monitoring impact during Autumn term as engagement with equipment improves.	Include as a standing item on school council discussions.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				15.1%
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:
Utilise DCCT lunch time provision to raise the profile of mini-leaders.	Timetable year 6 mini-leaders to provide daily provision. DCCT support to set up and monitor games. Schedule and complete mini-leader training for year 5 cohort.	£1,150 (DCCT affiliation package)	Increased participation of key stage 1 children during lunch time activities. Some improvement in engagement and behaviour. Wider range of opportunities.	Ensure training of next cohorts in summer term to allow transition.
Engage KS2 children in active play at break and lunch time.	Timetable sports apprentice hours to be available for all break and lunch times. Provide support in setting up activities. Pupil voice on activity types. Monitor engagement.	£1,584.23 (Sports Apprentice Funding)	Participation rates during guided play sessions were high. These sessions helped reduce behaviour concerns at break and lunch time.	Transfer of independence to year 6 pupils to officiate and organize.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:
DCCT teacher support opportunities	Match staff confidence for teaching PE to curriculum coverage. Identify areas of support. Arrange teacher support programmes with DCCT representative.	£1,150 (DCCT affiliation package)	Children engaged in high-quality PE lessons. A greater variety of activities were introduced to staff – particularly in gymnastics and dance.	Identify new staff and re-baseline staff confidence for the new year. Identify champion teachers to provide internal support.
School sports specialist to support all PE curriculum teaching.	Align sports apprentice timetable to curriculum. Share planning support from long-term curriculum.	£1,584.23 (Sports Apprentice part-funding)	High-quality provision was provided as a result of using a more confident, specialist sports coach. Additional PD provided by Loughborough provided additional support. Teachers present in all sessions to deliver and learn from specialist.	Capture adaptations and new activities on long-term planning for future provision.
KS1 and EYFS FUNDamentals programme to improve basic movement skills.	DCCT representative to lead FUNDamentals training sessions in all classes over 6 weeks. Staff to be present to learn ideas and monitor and assess.	£1,150 (DCCT affiliation package)	High-quality early PE provision supports engagement. Children requiring further support with fundamental movements were identified and instant intervention provided.	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				12.7%
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:
Engage in Velodrome cycle Day for Year 6.	Cycle Derby Velodrome Taster Session	£750.00	This event raised the profile of cycling in the Derby area. It introduced children to the offer available.	
Engage in Celebration of Dance Festival.	Extra-curricular club ran by class teacher to support preparation. Mini-bus used to reduce travel expenditure. Sports apprentice to provide additional first aid and staffing cover. Costumes to be ordered by lead teacher.	£36.84 £4.99	This event provided KS2 children with the opportunity to engage in different sports. The celebration was completed with enthusiasm. Parents attended to support the day.	
Ensured high-quality equipment and resources are available and replenished as required.	Audit equipment available regularly. Match equipment orders to upcoming curriculum provision. Identify equipment for regular recycle and uplevelling.	£1,503.03	Ability to provide and deliver an engaging curriculum. Improved engagement and enthusiasm for PE sessions.	Identify key resources to be updated. Ensure a clear update cycle of equipment to prevent sudden expenditures.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				19.4%
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:
Access the local area Netball and TAG Rugby competitions	Providing teacher-led, extra-curricular opportunities to train for events. Use the school mini-bus to support travel costs. Ensure facilities and equipment are suitable. Ensure sports apprentice availability for training, officiating and supervision, including first aid.	£203.00 £110.00 £1,584.23 (Sports Apprentice part-funding)	Children's engagement in the competitions was positive. They demonstrated pride in representing their school.	
Engage in a grass track cycling day.	Cycle Derby Cyclocross Grass-Track day.	£350.00 £100.00	This day provided an opportunity for Year 5 children to experience competitive cycling. This followed the Bikeability courses so all children could access and enjoy the session. Bikes were also provided.	
Access sports partnership competition and events programme through affiliation package.	Confirm package. Identify key events and competitions. Identify target staff, year groups and pupils. Arrange transport. Arrange first aid. Monitor attendance.	£1,150 (DCCT affiliation package)		

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