



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. **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 carried over for 2021/22	£4,600
Total amount allocated for 2021/22	£23,690 (including carry over)
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19,260
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£22,502 (including parental donation)

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 practiced 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	71% (Children provided with vouchers for extra sessions unable to swim 25m)
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	67%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	78%
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

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: 19,260		Date Updated: July 2023	
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: 12%
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 that all students receive national curriculum expectation of 2 hours of PE learning each week.	Timetable slots allocated to allow for this to be provided. Each year group received 2 1-hour slots each week within this. Upskilling provided to teachers ensured high-quality delivery of sessions to all.		£0	Timetables mapped using Curriculum overview to ensure a broad and balanced offer to all children. Links made to School Games content where possible. P.E Hub subscription continued to aid with planning and delivery of sessions when staff were not being upskilled.	Continue with twice-weekly allocation of curriculum lessons. Teachers to use impact of upskilling and PE Hub subscription to implement the curriculum.
Active Maths sessions implemented daily on timetables.	Class teachers provided more active ways to keep their children active throughout the day. Use of Active School Planner heat map has ensured this has been tracked.		£0	Children were provided with daily opportunities to be active.	Continue to provide this next year. Build on this using Onside Coaching external providers to target least active children.

Increased physical activities outside of P.E lessons Walk to School Tracker (Living Streets Travel Tracker)	Travel Tracker accessed and used daily by ALL classes throughout the year. Children received badges as they become more active. Participated in Walk to School week initiative – w.c:15.05.23	£0	Children engaged in becoming more active on their journeys to and from school each day – motivation high to achieve badges. Tracker Percentages showed – - 90% of children were active (walked or park and stride) - Hearsall were the most active school in the local authority during November, December, February and June Class charts, stickers & Web report for class Walk to School Week.	Continue to complete again next year. Compare and contrast figures with this academic year.
Full after-school club programme maintained (4 hours per week) Additional Breakfast P.E club set up (1 hour per week)	Encouraged children (particularly Pupil Premium) to participate in regular physical activity through extra-curricular activity. A diverse mixture of clubs was provided using FSM pupil voice at the end of 2021/22 to promote this (Football, Dodgeball, Basketball, Street Dance, Yoga, Tennis)	£2,865	Children have been far more engaged in physical activity due to meeting previous targets: Increasing hours from 4 to 5, using FSM pupil voice to boost PP participation. All pupils given the opportunity to take up additional physical activity on top of 2 hours curriculum coverage.	Continue to offer 5 hours of extra-curricular activity. Complete a new FSM pupil voice to gain interest in sports to run during after-school activities. Offer diverse range of clubs – Onside coaching to provide soft archery.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 20%
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:

Children understand the importance of being active throughout the day. Aim to improve children's' lunchtime experience and therefore improve concentration and focus during the afternoons.	Sports coaches employed to provide daily lunchtime activities to all. These included games, sports matches and competition preparation. Specific focus on supporting in the Multi-Use Games Area (MUGA), particularly Years 5 and 6.	£2,500	DRA staff reported less behaviour incidents at lunchtime, with an increased awareness of sportsmanship skills – reduced numbers in Supervised play. Year 5 and 6 sports leaders took ownership when providing equipment and when supporting other year groups. First aid book evidences reduction in incidents.	Continue to provide targeted lunchtime support from specialised coaches next year. Focus on keeping children engaged to reduce behaviour incidents and improve concentration levels.
Ensure sports equipment is up to date in line with the planned curriculum and is useful, appropriate and of good enough quality to support teaching of PE and engagement in competitive sports.	Audit and purchase necessary equipment.	£38.95	Resources allowed children, teaching staff and sports coaches to access and provide a wide range of sports to children both within the school curriculum and after-school clubs. 100% of sports coaches reported that equipment was easily accessible and effective for use during upskilling and lessons.	Use the audit already completed by JC and spend part of the remaining budget to ensure equipment is all up-to-date again for the start of the next academic year.
Year 6 children to be offered the opportunity to become Sports Leaders.	Children to apply to become a leader, explaining the qualities needed and linking to showing sportsmanship and care (school ethos).	£20.00	60% of children across KS2 applied to become Sports Leaders – 20 children were selected. They took part in the daily set up of sporting equipment and activities for all children at Lunchtimes.	Children to be provided with further Sports Leader opportunities next year, such as supporting with competitions.
To engage EYFS/SEND/PP/Least Active children in physical activity	All EYFS children received allocated PE slot on Friday mornings with Abi Gardner with 100% participation. SEN/PP/Least Active children all given opportunity to partake in School Games Events as part of whole-class PE lesson provision. SEN/PP/Least Active children	*Cross reference CV Life upskill provision	EYFS dance and PE sessions timetabled each week. 100% participation of all children in School Games events (Year 5/6 Sports Hall athletics, Year 6 Inclusive Rowing) 24 children have competed in School Games competitions this	Continue with EYFS provision, as already timetabled. Continue to provide these children with the opportunity to take part in increased activity through School Games, After-school clubs.

	offered extra-curricular sport for free via after-school clubs.		year – 38% SEND, 21% PP. Every child from Years 1-6 have been involved in intra-school competitions across the Inspire Education Trust. 46% of all children who attended a P.E based after-school club this year were Pupil Premium across the year - 23% SEND.	
Run whole-school Sports Day. Recognise the importance of PESSPA through links to school values and through promoting importance of sports to children and parents.	Plan across whole school and ensure teaching staff are able to run a range of sporting events that engage children and improve skills.	£0	100% of children from Nursery to Year 6 were able to take part in a range of sporting events to practice and showcase their key skills, and to compete with other pupils. A high number of parents attended, showing support and understanding for the importance of sporting events. Sports Leaders worked alongside PE Lead to facilitate EYFS Sports Day and model positive attitudes and behaviours towards competitive sports for all children.	Continue to promote the importance of sports through whole school events next year. Continue to run as yearly event. Collect feedback from children and parents about this year's event to inform planning for next year. Provide more opportunities to be competitive next year.
Raise profile of Physical Education as a tool for supporting behaviour and self-discipline.	Invite external Yoga provider in to share their classes and opportunities with children.	£0	Year 5 and 6 children attended taster sessions at lunch, making links with local clubs and discussing the importance of training your mind and body.	Continue to seek out and promote links to local clubs.

To recognise the importance of wider-scale events when raising the profile of PESSPA across the school. (Participation in School Games events and Inspire Education Trust festivals)	Book in the opportunity for children to attend a range of inter and intra-sport competitions.	£370	Over the course of the year, children were given access to 11 intra and inter-sport competitions. 687 participations in total were made across competitions as a result of this.	Endeavour to maintain opportunities for children to participate city-wide events.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				43%
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 <u>changed?</u>	
To hire qualified sports coaches to work alongside staff when teaching PE, to improve the quality of teaching. Therefore, improving outcomes for children, including knowledge of School Games competitions and how these link to the curriculum.	Staff to work alongside coaches Abi Gardner and Kirstie Smith during afternoons in the week to upskills staff in different areas of P.E (Ball Sports, School Games preparation, Dance, Gymnastics)	£6,260	CV Life coaches worked alongside NQT and NQT+1's throughout the whole year. Teacher upskilling questionnaire noted that all members of staff felt more confident when teaching P.E from the start to the end of the year. <u>Despite a challenging year with external provision, 55% of staff suggested that upskilling had positively impacted upon their professional practice.</u> CV Life coaches also supported all members of staff to prepare for School Games events (Year5/6 Sports Hall athletics, Year 6 inclusive rowing) – Increased staff confidence in this area due to this.	<u>Onside Coaching</u> to upskill NQTs & staff next year <u>in CPD overhaul.</u> Teacher skills/CPD audit to act as spring board for targeted upskilling, based on confidence scores in specific areas of PE = more bespoke upskilling package for staff.

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Provide teaching staff with a planning toolkit to work from as a base for preparing PE lessons.	Purchase 'The PE Hub' subscription. PE Lead to tailor sessions as appropriate, based on necessary curriculum coverage and the need of individual year groups (looking back at Covid-19 gaps) as well key skills relevant to competitive sports.	£297.50	Staff reported The PE Hub as being a planning support system that was 'easy to use', 'easy to pick up from', and 'helpful to see which resources were needed and relevant for different topics'.	Use previous plans and P.E. Hub to support planning and teaching for all other teachers. (MAT and P.E. Lead to support if needed)
Lunchtime DRAs to be supported and upskilled by CV life coaches to ensure children are better engaged.	Professional sports coach employed to provide daily Lunchtime support.	£2,500	Children were more active and engaged throughout lunchtimes resulting in DRAs reporting a lower percentage of children needing first aid as less incidents occurred, as well as a lower percentage of children needing to leave the playground. Children had equipment trolleys made up with DRAs show how to best use sporting equipment to support their year groups at lunchtimes.	Continue to support lunchtime staff next year and build upon skills for how to use equipment to support children keeping active and engaged.
All staff to be trained in the delivery of Dance to their year group.	Employ professional dance teachers to upskill teaching staff in the delivery of dance sessions, looking at appropriate skills and expectations for each age group.	£1360	Dance coaches reported a noticeable improvement in children's' abilities. Pupil feedback showed that children enjoyed and were engaged in dance sessions.	Review where dance fits best in line with next year's curriculum overview and target upskilling for specific year groups/staff.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				21%
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:
Celebrate with and involve all children in the participation of whole year group dance session (Ricky's day of Dance.)	Whole school 'dance': Timetabled and communicated with staff and completed by every child across the school.	£425	Positive feedback from children: pupil voice. Great parental support for the day on ClassDojo pages. Free second session provided for selected Free School Meals children.	Continue with Ricky's Day of Dance across the school in the next academic year.
Providing Swimming lessons for children across Years 5 and 6 (Top-up). Missed sessions in previous year groups due to Covid-19.	Children provided with weekly swimming sessions from swimming instructors during Summer Term.	£2,625	Approximately <u>56%</u> of Year 5 were able to swim proficiently using a range of strokes after their sessions. 71% of Year 6 cohort now able to confidently and proficiently swim 25m with 67% of these able to perform a range of strokes effectively.	Continue with the new spiral curriculum model next academic year as part of the curriculum. Look to assess the Year 5 cohort again in Year 6 as part of top-up scheme. Offer crash-course vouchers, as has been the case this year, for any children unable to swim 25m still when leaving Year 6.

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<p>Provide after-school clubs that allow children to access a wide range of sporting opportunities.</p> <p>Pupil Premium children to be offered 'free' places in sports clubs.</p>	<p>Employ professional sports coaches to run clubs. Sports clubs to be chosen based on providing a range of activities, alongside the use of pupil voice.</p> <p>Ensure families with Pupil Premium children are provided with the same sporting opportunities.</p>	<p>£2,865</p> <p>£0</p>	<p>After School Clubs offered to Years 1 – 6 = 348 children.</p> <p><u>Autumn Term:</u> 73 children attended (21%) Of those 73, 8% were PP</p> <p><u>Summer Term:</u> 82 children attended (24%) Of those 82, 46% were PP</p> <p><u>Evidence overwhelming displays the push Hearsall have made to increase PP numbers in extra-curricular activity.</u></p>	<p><u>Maintain the offer of extra-curricular activity (increased hours after-school from 4 to 5.)</u></p> <p><u>Use FSM pupil voice to encourage further uptake amongst PP and SEND.</u></p>
<p>Provide an engaging and exciting PE Curriculum.</p>	<p>Curriculum Maps monitored and edited termly to reflect the needs of each year group, ensuring National Curriculum expectations are met, whilst providing a wide range of sporting experiences.</p>	<p>£0</p>	<p>Children across all year groups experienced a wide range of sports, both via their PE sessions and competitive sports sessions.</p>	<p>PE leadership team, alongside SLT members across the Academy Trust, to monitor and build upon an effective and engaging PE curriculum model.</p>
<p>Make links to the wider curriculum through use of sporting activities – provide specialist Dance teachers to make links with Theme sessions throughout the school.</p>	<p>Dance sessions to make links with the school Thematic curriculum, as well as focusing on improving engagement and experience in dance, as well as encouraging children to understand the importance of physical activity.</p>	<p>£1360</p>	<p>Dance coaches reported a noticeable improvement in children's abilities. Pupil feedback showed that children enjoyed and were engaged in dance sessions.</p>	<p>Continue to provide a sports programmes that provide cross-curricular links next year.</p>

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<u>Engage with local School Games events to provide further opportunities for children accessing a wider range of sports.</u>	<u>Contribute towards local School Games organisation and meet with local School Games lead to ensure participation in activities and events.</u>	<u>£142 in transport costs</u>	<u>See key indicator 5 for the number of children who participated</u>	<u>Contribute towards the organisation of School Games next year and continue to provide children the opportunity to participate.</u>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				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 <u>changed?</u>	Sustainability and suggested next steps:
<u>Engage with local School Games events to provide further opportunities for children accessing a wider range of sports.</u> <u>Liaise with local School Games and local primary school to provide opportunities for children to take part in competitive sports.</u>	<u>Teachers to deliver (alongside skilled coach intervention) core skills for each competition, including competition at end of each unit (choice whether this is inter or intra-school competition.)</u>	<u>£142 in transport costs plus upskilling (see key indicator 3.)</u>	<u>Children across the school took part in a range of sports competitions and events throughout the year. See below for participation numbers...</u> <u>School Games Competitions (Inter):</u> <u>Year 6 inclusive Rowing event - 6 children all SEND</u> <u>Year 5/6 Sports Hall Athletics - 18 children</u> <u>Inspire Education Trust Festivals (Intra):</u>	<u>Continue to provide children with the opportunity to take part in competitive sports via School Games, as well as opportunities to increase activity levels and participation in wider sports through Trist wide Jinks with local schools and sports clubs.</u>

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		<p><u>Year 1 Dance Bonanza - 60 children</u></p> <p><u>Year 2 Gymnastic Games - 59 children</u></p> <p><u>Year 3 Athletics Event - 57 children</u></p> <p><u>Year 4 Handball Festival - 60 children</u></p> <p><u>Year 5 Rounders Festival - 52 children</u></p> <p><u>Year 6 Football Festival - 60 children</u></p> <p><u>Throughout the year 22-23, of the 348 children across Years 1-6, 100% participated in a competitive sporting event.</u></p> <p><u>7% of these represented the school in inter-competitions as well.</u></p>	
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Signed off by	
Head Teacher:	<u>Claire Jones</u>
Date:	<u>24.7.23</u>
Subject Leader:	<u>J. Cunningham</u>
Date:	<u>09.06.2023</u>
Governor:	<u>Dilesha Chima</u>
Date:	<u>10.08.2023</u>

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