

# 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 31<sup>st</sup> 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](#).



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£20,790
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£20,770
Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023.	£20,770

## Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</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>	<p>25m = 51 %</p> <p>20m+ = 67%</p> <p>15m+ = 69%</p> <p>10m+ = 78%</p> <p>5m+ = 83%</p>
<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>	<p>Unable to assess for this cohort</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>75%</p>

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: £20,770		Date Updated: 17.7.23	
<p><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</p>					<p>Percentage of total allocation: 30%</p>
Intent	Implementation		Impact		
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>		<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>'Active Play' during lunchtime continue to be developed to increase opportunities for all pupils to participate in regular physical activity</p>	<p>Specialist Sports coaches to deliver lunch time activities (football and dodgeball)</p> <p>Year 6 Sports Ambassadors support sports activities during lunchtime. Playground is zoned and adults are placed to ensure that pupils are encouraged to participate in structured physical activity. Friendship ambassador zone created and friendship ambassadors trained to deliver positive play games</p>		<p>£4800 (football coach)</p> <p>£1470 (dodgeball coach)</p>	<p>Pupils have been exposed to dodgeball, which is a sport that we do not currently cover in PE lessons. As a result of their enthusiasm for the game, we added an after school club, which was fully booked.</p> <p>Lunchtime football adheres to all rules of the game and is played in a respectful and controlled manner due to the coach who leads the session. The skills of the pupils have increased to coaching that is offered throughout the game.</p> <p>Pupils being involved in structured play at lunchtime and breaktime results in a reduced number of incidents. There has</p>	<p>School council to conduct questionnaires about the lunchtime activities to see what the children enjoy and get ideas for additional zones that could be introduced next year.</p> <p>Coaches to be retained for the next academic year.</p> <p>New friendship ambassadors to be voted in next year and trained to continue the positive play area</p>

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			been an increase in the number of pupils engaging in active play at breaktime.	
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: 1%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
<p>Pupils with SEND, emotional regulation and behaviour for learning needs supported to calm or awaken depending on their feeling through physical activity.</p> <p>Develop the leadership of sport and raise the profile of PE and sport through Sports Leader programme. Engage and facilitate pupils' ability to take responsibility for promoting and delivering physical activities.</p> <p>Use PE and sport to develop the whole child including thinking, social and personal skills.</p>	<p>Children identified and invited to take part in daily 'Get me to the green' intervention which include sensory circuits activities.</p> <p>Year 6 pupils complete Sports Ambassador bronze award training -support lunch times -support enrichment clubs -support Sports Day</p> <p>Sportsmanship continue to be developed as a character trait. Whole school focus on sportsmanship during assemblies using real life examples of sporting figures. Pupils' awarded character dots for showing sportsmanship. Character stickers for</p>	£200	<p>Get me to the green activities take place for each year group, every morning before school. All pupils invited attend and this has had a positive impact on them – setting them into class in the morning and getting them into school on time.</p> <p>Bronze Ambassadors have been excellent supporting after school clubs each day. They have been able to run some sessions themselves and take small groups in other sessions. They are role models to other pupils.</p> <p>Sportsmanship character dots have been given to the majority of pupils at least once. Assemblies and PSHE lessons have increased pupils</p>	Continue all these strategies next year

Pupils understand of how physical activity can improve physical and mental health	Sportsmanship purchased.  -Assemblies (whole school and class level) delivered throughout the year to embed the importance of healthy body and health mind.		understanding of what sportsmanship is and how they can demonstrate this.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 28%
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:
<p>Raise the quality of teaching and learning in PE by providing support to teachers so that provision is inclusive and challenging.</p> <p>Importance of PE as a subject at Queen’s Park developed</p>	<p>Staff surveys to identify confidence levels of staff Staff identified to receive PE coaching provided by specialist sports coach.</p> <p>Subject champion to deliver CPD to staff and support with planning of PE lessons.</p>	<p>£5390</p> <p>£250</p>	<p>8 teachers have had a 6 week course of bespoke PE teaching coaching – 2 hours per week. All staff said it has improved the quality of their PE teaching and their confidence in teaching PE.</p> <p>PE champion has supported both year groups and individual teachers in planning PE lessons. CPD was delivered on ensuring PE lessons supported SEND pupils and were fully inclusive</p>	<p>Deliver CPD to further staff as this was high quality with a significant impact on staff.</p> <p>Further CPD to be arranged on gymnastics for teachers and learning mentors</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 40%
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:
<p>All children provided with opportunities to participate in a variety of enrichment clubs to promote engagement of regular physical activity and experience a variety of sports</p> <p>Year 5 and 6 residential provides opportunity to experience a wide range of sports including archery and climbing that they would not normally experience.</p> <p>Pupils are able to experience a wide range of sports during their time at Queen's Park. This enables skills to be developed through a variety of sports.</p>	<p>Specialist sports coaches to deliver tennis and gymnastic after school clubs.</p> <p>School staff to deliver after school clubs: football, multi-skills and netball.</p> <p>Regular monitoring of participation and active encouragement of vulnerable groups to participate in clubs.</p> <p>Residential centres carefully chosen to provide a range of adventurous sporting activities.</p> <p>Purchase equipment for PE lessons suitable for primary school children.</p>	<p>£ 7880</p> <p>£530</p>	<p>57% of pupils have attended at least one enrichment club. 71% of PP pupils have attended at least one enrichment club.</p> <p>A range of different sports have been offered – football, multi skills, dodgeball, netball, gymnastics, tennis, hockey.</p> <p>Change of residential to Cumulus has enabled a greater range and quantity of activities that then previous provider.</p> <p>A variety of equipment purchased and replaced for curriculum lessons. Dodgeballs purchased for the new lunch club and after school club.</p>	<p>Sustainability and suggested next steps:</p> <p>Continue to offer different sports. Consult pupils about other sports they would like offered.</p> <p>Continue attending Cumulus</p>



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				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:
<p>Provide opportunities for all pupil to challenge themselves through both intra and inter school sport where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome.</p> <p>Pupils develop sportsmanship and teamwork alongside sporting skills through opportunities to participate in competitive competitions.</p> <p>Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events.</p> <p>Sports day in Summer term provides pupils to compete in their house teams competitively and are encouraged to beat their personal best.</p>	<p>-renew membership of BCP sports association -subject champion to organise inter-house and interschool competition across Ambitions Trust.</p> <p>-SEND children chosen to take part in competitive sport at interschool level.</p> <p>Sports day medals purchased.</p>	£ 250	<p>Access to BCP events through the sports association has meant we could participate in many different events across the year in sports such as tennis, netball, football, multisports, town sports athletics.</p> <p>64% of pupils on SEND register have represented QPA at different events across the year.</p> <p>Sports day enabled all pupils to compete in at least 1 competitive track event and all pupils involved in 8 carousel activities.</p>	
QPA achieved the Silver Schools Games Mark during this academic year.				

Signed off by	
Head Teacher:	Sarah Simmons
Date:	17.7.23
Subject Leader:	
Date:	
Governor:	
Date:	