

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 from 2021/22	£0
Total amount allocated for 2021/22	£0
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£16,000
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£16,000

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	N/A
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	N/A
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A
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?	N/A

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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:	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:	
			%	
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:	Funding allocated :	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Pupils will have opportunities to be involved in physical activity at playtimes.	Support for ball game play with adult leading.	£1700	Ball game play has improved through better management.	Develop 'game maker' leading adults and pupils to support better quality play at lunch times.
Pupils have the opportunity to be active and develop their skills through adult led sessions at lunchtimes	Ask the children to make suggestions for playground equipment and purchase accordingly. Dedicated play leader at lunchtimes. Storage place established & Equipment purchased to support the delivery	£1900	High quality input from the Bikeability group has increased confidence and supported skill development for young children with cycling balance.	Build pupil knowledge of playground games in additional teacher lead sessions
Improve confidence with scooters and encourage cycling / scootering to school.	Establish a Scooter Club	£290	Pupils have enjoyed Scooter Club and numbers scootering to school are beginning to increase.	We will run Scooter club for the next group children and encourage active ways to travel.
Forest School provides opportunity for development of gross and fine motor skills and fosters love of outdoors	Weekly Forest School sessions for EYFS provided by Trust Forest School Lead	£2000		

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	Transportation to NHPS Forest School Site				
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: %	
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:	
Maintain the sports board display with photos of sports crew events, successes, hall of fame and half termly sports stars. Add the class activity champions to the display. Children regardless of ability will have the opportunity to be recognized for their hard work and effort in PE. Sports star certificates and stickers given out in every PE lesson. Half termly Sports Achiever to be awarded with medal to keep for each year group – display of names on Sports board.	Put together the display and update with results regularly. Print Sports Star and Sports Achiever certificates and purchase stickers. Purchase a supply of medals for the Sports Achievers		£100 £150	The children enjoy seeing their picture on the board and feel proud of their successes and achievements. The Sports Star and Sports Achiever rewards have been a very successful tool to highlight positive attitudes to PE and recognise improvement as well as sporting role models.	The Sports Board will continue to be updated and used to celebrate achievements. This reward scheme is now well established, and the children appreciate the recognition of their achievements.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
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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:
PE lessons will be progressive and well planned covering a range of activities through the PE Passport app. Pupils will be assessed each half term and progression tracked.	PE Passport subscription will be renewed. Assessment will be carried out at the end of each half term using PE Passport. Staff will be encouraged to take videos regularly in lessons to track progress.	£660	Those teachers who are not PE specialists have generally found PE Passport a relatively straightforward way of teaching effective PE lessons. They have found the activities good and followed the Long Term Planning.	As a trust we will continue to use PE Passport and will align our planning so we can link both School Games and trust events to the curriculum.
Use Trust Sports Leaders to support development of staff who may be less confident teaching some areas of PE.	Teachers have opportunity to observe modelled lessons and team teach to build confidence and knowledge. Trust Sports Lead develops planning and progression documents for MWPS PE offer.	£500 £500	Many teachers, who are not specialists in physical education, have discovered that PE Passport provides a straightforward approach to delivering impactful PE lessons. They appreciate the well-structured activities and the alignment with the Long Term Planning. This simplifies their teaching process, ensuring that children receive quality physical education that complements the curriculum seamlessly. This benefit not only eases the workload for educators but also enhances the overall learning experience for the children, making it a win-win situation.	Experienced teachers to mentor and share their knowledge with newer colleagues, creating a collaborative and supportive teaching environment. Maintaining the digital platform or resource hub where teachers can access and share lesson plans, teaching resources, and best practices. Conducting periodic evaluations to measure the effectiveness of the CPD program and making necessary adjustments based on feedback.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 14%
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 to have the opportunity to participate in an extra-curricular sporting club at least once a week.	<p>Expand club timetable offer at MWPS and encourage staff who are confident to provide a physical activity club.</p> <p>Purchase equipment to support expanded range of offer</p> <p>Buddy up staff with more confident staff / coaches to upskill them for future clubs. Use of HLTAs to enhance the extracurricular timetable.</p>	<p>£1800</p> <p>£400</p>	<p>A full extracurricular timetable has been delivered this year with several new clubs.</p> <p>We have topped up resources to allow as much active time in PE lessons as possible. We have ensured that there is also suitable equipment to allow for differentiation and less able pupils to make good progress with their skills</p>	<p>We will regularly review the clubs we offer and use feedback from the children to plan the extracurricular timetable.</p> <p>Develop a sustainable equipment procurement strategy by assessing the long-term needs of the school. Focus on purchasing high-quality, durable equipment that will last for many years, reducing the need for frequent replacements. Additionally, consider eco-friendly and energy-efficient equipment options to minimize environmental impact.</p> <p>Continue the practice of buddy-ing up less experienced staff with more confident staff or coaches. Establish a structured mentoring program that includes regular training sessions and knowledge sharing. This approach not only upskills the staff but also promotes a culture of continuous</p>

<p>Focus on pupils who are not attending clubs and aim to establish clubs which will appeal to them</p>	<p>Tracking via PE Passport, used to identify those not taking part in extra-curricular clubs provided by both internal and external providers on site.</p> <p>Discover what clubs the children would like that aren't offered. Purchase equipment require to set up additional clubs.</p>			<p>learning and support.</p> <p>The children who participated were then signposted towards the community club.</p> <p>The clubs set up by school staff will continue to be run in the future and increase the offer of more inclusive sports as well as competitive ones. Pupil feedback will continue to be part of how the extracurricular timetable is put together. PE staff to speak to those who have still not taken part in a club to establish whether there is anything further we can do to encourage them.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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 to represent the school in inter school competitions.</p> <p>All children learn and practice skills for participation in competitive sports</p> <p>Promote sense of team and good sporting attitudes.</p> <p>Foster good attitudes in sport through experience of older pupils role model sports leaders</p>	<p>Trust Sports Lead organises and run large scale trust events to maximise participation and provide opportunities for all pupils to experience competitive activities.</p> <p>Y1 Multi skills competition at Brackley Leisure Centre x 2</p> <p>Y2 Multi skills competition at Brackley leisure Centre x 2</p> <p>Dedicated preparation sessions at MWPS for multi skills events</p> <p>MWPS Sports Days at Nicholas Hawksmoor – supported by Sports Leader pupils.</p> <p>Arrange coach transportation for events</p>	<p>£2000</p> <p>£2000</p> <p>£2000</p>	<p>The trust multiskills events have allowed KS1 and Reception to all take part in a sports event. These were held at the local leisure centre in the Sportshall to ensure the events could go ahead regardless of the weather.</p> <p>Where possible we have shared transport with other schools in the trust. The use of coaches has enabled whole classes to attend the KS1 multiskills events.</p> <p>Younger pupils engaged very positively and respectfully with older pupil role models.</p>	<p>This will continue next year and schools have been involved in the planning of activities / sports to be included in these events.</p> <p>The trust programme is evolving each year and with feedback from staff and pupils we will continue to evaluate the programme of what we offer.</p> <p>The activities may be changed for next years event, but we will continue to offer something similar due to the success of the event.</p> <p>We will continue to run these events and always share transport where possible.</p>

Signed off by	
Head Teacher:	<i>A. O'Gurtis</i>
Date:	7.7.23
Subject Leader:	
Date:	
Governor:	
Date:	