

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](#).



Details with regard to funding

Please complete the table below.

| | |
|--|---------|
| Total amount carried over from 2021/22 | £ 0 |
| Total amount allocated for 2021/22 | £ 19560 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £ 0 |
| Total amount allocated for 2022/23 | £ 19530 |
| Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023. | £ 19530 |

Swimming Data

Please report on your Swimming Data below.

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| <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>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</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>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.</p> <p>Please see note above</p> | 85% |
| <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> | 58% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 8% |
| <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?</p> | 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: | |
| | | | % | |
| 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: |
| Quality first teaching: All children have access to high quality sports during lessons. | At least one PE lesson a week delivered by a sports specialist | £ none – included in teaching staff budget | All children have access to regular high quality activity. | Continue |
| | Sports specialist to provide CPD and support for less experienced members of staff | £1200 | All teachers confident to deliver high quality PE lessons | Continue input, ensure support for ECT. |
| Deliver a wide range of activities to ensure that all children can find an activity that they enjoy. | Provide a wide range of sports clubs after school on a rotating basis – traditional sports like football, netball, cricket etc, but also boccia, dance and golf etc. | £1500 | All year 6 offered free clubs – clubs across KS1 and KS2 | Continue |
| Develop active lunchtimes | Purchase a range of equipment including skipping ropes, bats, balls. | £1000 | Children occupied and active at playtimes | Replenish playground trolleys and playground equipment |

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| Children are supported to play fairly and to include all | Additional MDSA to organise larger scale games and promote inclusion of those who are more reluctant. | £1800 | Equipment provided | Monitor MDSA involvement |
| 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: | 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 the sporting achievements | Sports notice board showing children's successes, but also role models ensuring diversity – BAME, differently able bodied athletes, women | £20 | Children aware of the range of activities across the school | Continue |
| Embed behaviour, self-esteem, attendance to sport at RLK | Sports vocabulary board developed to support current term's focus | None | Children able to talk explicitly about skills used in different sports | Continue |
| | Use celebration assemblies to recognise sporting achievements – not just winning, but the effort and sporting attitude | None | | |
| | Children chosen to represent the school used as role models for wider values Specific "friendly" tournaments used to promote wider participation | None £2000 | KS2 children aware that RLK has an ethos of recognising sporting behaviour and the use of those that represent the school as wider role models | Work with new academy trust to develop more opportunities to represent the school |

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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | Percentage of total allocation: |
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Supported by:



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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: |
| All teaching staff confident to deliver high quality sports and PE | Forticus bronze membership gives access to PE training for subject lead and access to all local tournaments | £250 | School team represented at all available events. Platinum award for attendance at festivals awarded. | Ensure school continues full participation |
| PE specialist to provide ongoing CPD for staff | Ongoing support through CPD in staff meetings and targeted support for less experienced staff. | Included above | All staff confident to deliver PE and games units of work. | Continue |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | 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: |
| Ensure opportunities for a broad range of sports | Ensure that lessons and clubs offer a wide range of activities. Ensure active participation in sport by providing clubs that are targeted to certain groups who may not always choose to participate – invitation and no cost to pupils. | £2300 | 30 different sports offered through clubs and lessons | Ongoing |
| Additional achievements: School hold the Platinum Award for Sport: | | | | |

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| | Every child in Year 6 to be invited to a free club | £1150 | All children invited. | Full programme for Sept 2022-2023 |
| | Every child in Year 6 to represent the school at least three times. Ensure some events are non-competitive | £2500 | All children represented the school at least three times. | |
| | Pupil voice assessment at the end of term 6 to monitor and note experiences so that we can self-audit to improve | £50 | Club offer updated in light of findings | |
| | Ensure that children selected to represent the school are not always the “elite” – where possible take more than one team | | All children represented the school at least three times. | Arrange festivals within new academy trust to ensure even wider participation |
| | Maintain minibus to ensure easy access to events | £2610 | Mini-bus regularly used , which enabled transport to several sport festivals | New mini-bus will require ongoing maintenance |
| | Implement an outdoor curriculum for all children – forest schools Year R-2, outdoor curriculum Y3-6 | £2500 | Outdoor curriculum fully implemented in 2021-22 | Continue |

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| Key indicator 5: Increased participation in competitive 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: |
| Ensure we enter every tournament. Create tournaments and festivals across Blue Kite Academy Trust | Enter all events organized by the Swindon Sports Partnership Work with Blue Kite Schools to organize events to get a greater number of less experienced children playing inter school sport. | £750 (transport costs) | All Year 6 have represented the school in more than one sporting event All year 3 children have had a chance to represent the school | Continue Create festivals and Blue Kite Athletics event |

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| Signed off by | |
| Head Teacher: | Susan Smith |
| Date: | 31.07.23 |
| Subject Leader: | Dave Barnett |
| Date: | 31.07.23 |
| Governor: | Carl Tagoe |
| Date: | 31.07.23 |