

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](https://www.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 2019/2020, 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	£132
Total amount allocated for 2021/22	£17683
How much (if any) do you intend to carry over from this total fund into 2022/23?	£132
Total amount allocated for 2022/23	£17688
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17688 (Sport Premium allocation) + £132 (brought forward from 21/22) + £2873 (from delegated budget)

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?	83%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	83%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	93%
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 - £1167 from delegated budget
£1167 (from delegated budget) has been spent on swimming. 8 children from Year 6 have received booster sessions to help them achieve the above requirements. Funds have been used to reduce the pupil:adult ratio for Year 2 swimming. This has enabled our Year 2 children to have the best start to their swimming experience at Saint John's.	N/A

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.

[illegible]

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				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:
Raise the profile of PESSPA at Saint John's	<p>PE apprentices employed who have been with us from 12:15 – 4:15pm every day. They have:</p> <ul style="list-style-type: none"> worked with children across the school in a range of lessons, clubs and interventions <p>Hiring of the cricket ground for Sports Day and for two year groups to attend for their PE lessons during the summer term</p> <p>Providing new starters with a house PE top</p>	<p>See indicator 1</p> <p>£350</p> <p>£70</p>	<p>Children see PE apprentices as positive role models. As both of our apprentices are female and play competitive sport at a high level, they have particularly encouraged female pupils.</p> <p>Children have experienced competitive sport on grass and have benefitted from having space to play rounders/cricket.</p> <p>Encourage inter-school competition</p>	<p>Next year, use funding for a PE apprentice to continue raising the profile of PESSPA.</p> <p>Continue to hire the local cricket ground for Sports Day so children can experience sport on grass and provides community links.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				16%
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:
Increase staff confidence and knowledge in teaching PE	<p>Move More membership has allowed access to curriculum support and CPD.</p> <p>Ipads have been purchased to enable access to modelling videos and to also support with feedback and assessment</p>	<p>£2250</p> <p>£963</p>	<p>Two classes have received high quality CPD in gymnastics. This has upskilled the staff in the teaching of this discipline and has also provided high quality teaching for our pupils.</p> <p>This has supported peer assessment as pupils have filmed themselves/each other and then been able to watch their performance. This has been particularly helpful in dance, gymnastics and athletics.</p>	<p>As teachers have worked alongside the coaches, they have received CPD in delivering PE lessons; this means that our provision of PE in the future will remain at a high level as teachers draw on what they have learned. Next year, ensure that different staff receive CPD, especially focusing on new staff/new sports that have been added to the curriculum.</p> <p>Ensure that these ipads are used for a wider range of sports and explore their use for teacher assessment.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
Offer additional sport to pupils outside of the curriculum	<p>PE apprentices have been employed and have been with us from 12:15 – 4:15pm every day. They have:</p> <ul style="list-style-type: none"> run free after school clubs which are accessible to all <p>PE coordinator allocated weekly time to:</p> <ul style="list-style-type: none"> organise events, interventions, swimming and clubs. Support and mentor PE apprentices conduct monitoring of lessons take children to competitions <p>Balanceability for Reception children</p>	<p>See indicator 1</p> <p>£5144</p> <p>£750</p>	<p>Lots of children participating in extra-curricular sport</p> <p>PE apprentices have been successfully supported and embedded within our school; their work has been invaluable. Children have attended a range of sports competitions/events and a wide range of clubs have been offered. KS1 children have received fizzy intervention. All children (except Reception) have had access to a free sport club.</p> <p>Majority of our Reception children can now ride a bike without stabilisers</p>	<p>Continue with this next year to ensure all children receive the best PESSPA that Saint John's can offer.</p> <p>This was very successful so we will continue with this next year.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				16%
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:
Provide as many children as possible with opportunities to represent Saint John's in competitive situations.	<p>PE assistant has taken several groups of children to sporting events/competitions both during and after school.</p> <p>Transport to sports events</p> <p>PE apprentices have been employed and have been with us from 12:15 every day. They have:</p> <ul style="list-style-type: none"> attended sports events with groups of children e.g. indoor non-stop cricket, indoor athletics, football, indoor kurling and outdoor cricket 	<p>£2884</p> <p>£360</p> <p>See indicator 1</p>	<p>Children have represented Saint John's competitive sport. Children were carefully selected to ensure that different children attended events.</p> <p>Children have experienced inter-school competition by attending Move More events.</p>	<p>Continue with this next year, increasing the number of events that we attend.</p> <p>Look into introducing inter-school competitions run by the PE assistant.</p>

Signed off by	
Head Teacher:	Victoria Beevers
Date:	23.7.23
Subject Leader:	Hope Sanders
Date:	19.7.23
Governor:	Catherine Simpson
Date:	24.7.23