

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	£9746
Total amount allocated for 2021/22	£17816
How much (if any) do you intend to carry over from this total fund into 2022/23?	£9746
Total amount allocated for 2022/23	£17872
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 27618

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	78%
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 2023. Please see note above	88%
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	78%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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

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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: £13315		Date Updated: 21/7/23	
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: 20%
Intent	Implementation		Impact		
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	
To have access to a range of different sports and professional coaches that will inspire and engage them.	Nuneaton and Bedworth Leisure Trust Sports Coaches to provide both lunch club and after school clubs provided by external provider – 2 x 30 minute lunchtime clubs and 2x one hour afterschool clubs per week		£2689	Improved skills in fitness in a range of sporting activities Team playing Pupils have developed social skills outside of a classroom environment	Athletic field installations - long jump and high jump To continue to use pupil voice to ascertain which clubs children world like. This year children have been offered netball, football, archery, tennis, cricket, multi- skills, dance and gym inspired dance.
Continue To encourage children to be active all year round To increase children’s participation and enjoyment of sport To promote healthy lifestyles and physical fitness	Enhance the wraparound outdoor space to ensure it can be used all year round. Determine pupil voice – what do the children want? Monitor the impact on play and engagement. This area to encourage active play.		£0 (This is put on hold)	To have an additional area which is practical to use and can be used all year round. That can be used for a multi-use of play and sports Pupils will be more widely engaged in regular physical activity during break and lunchtimes.	Permanent resources will impact on long term sustainable provision beyond sports funding

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				28%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
<p>Raise the profile of PE, physical activity and sport across school as a means for improving physical and mental wellbeing.</p> <p>Promote 'Sport Celebration' days inviting specialist coaches in to raise the profile of PE, Sport and physical activity, linking activities to physical and emotional wellbeing. Develop pupils' stamina for learning across the curriculum through building general fitness levels</p>	<p>Sports coach to support each year group opportunities throughout the year.</p> <p>Right to Wonder Dance instruction to take a weekly after school club and support reception to Year 6 (groups and whole classes) for dance/gym inspired dance sessions</p> <p>Providing targeted activities e.g. yoga-inspired movement session and creative projective that they will co-create to support to involve and encourage the least active children and SEHM groups (see LIP)</p>	£3740	<p>To achieve this, children have been learning about the benefits of physical exercise and activities to promote good mental health.</p> <p>Children learn a different range of skills with games/dance training in a fun, supportive and nurturing environment</p> <p>They will have developed levels of fitness and physical and emotional wellbeing.</p> <p>Children will have developed improved social skills and powers of collaboration.</p>	Continue dance/gym inspired dance. Learning to be shared on social media and the school website more frequently.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				9%
Intent	Implementation		Impact	
<i>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</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>

<i>consolidate through practice:</i>				
Subject Leadership Time; To continue to develop strong leadership at all levels across our school.	Subject leader has attended Paul Longdon PE Courses and monitored PE lessons and provided support to teachers/coaches as required.	£300	Lesson planning for each year group is now available through making links with other school and the PE department.	Ensure planning which has been put into place this year is implemented. Monitor delivery and subject leader to support with assessment of PE across the school through supporting staff to develop MTPs to link to the planning.
Improve staff skills and knowledge in another sporting activity	Teachers to observe coaches for their professional development and plan ways of incorporating techniques into planning and beyond.	£0	Children will have accessed PE lessons of improved quality. They will benefit from increased teacher confidence –due to the observations, knowledge and understanding.	Monitor planning, including outdoor and adventurous activities (Enrich Education Orienteering infrastructure) Form links with Coventry University to support teacher’s confidence levels in teaching PE.
Training Aqua light and delius (STA Swimming Safety Course)	Appropriate supervision on the poolside is vital. Best practice recommendations are that teachers should hold a suitable lifesaving qualification. The STA Safety Award for Teachers qualification is a suitable lifesaving award which contains pool procedures, pool rescue techniques, CPR for adult, child	£363 + £120	Swimming lessons are able to take place to ensure children achieve NC outcomes. Children achieve certificates when they achieve each outcome showing progression from years 3-6.	Swimming Safety Certificates achieved for two teachers. Retrain - 01/01/25

STA membership	<p>and infant as well as aquatic first aid.</p> <p>Membership STA - To link with a professional association for support, guidance for school swimming and resources such as certificates</p> <p>PE subject leader to achieve Level 2 swim teacher award training</p>	<p>£98</p> <p>£365</p>		<p>Membership every other year. Children to continue to be awarded with certificates for each learning level achieved. Begin swimming lessons earlier in the year to allow for more top-up swimming lessons.</p>
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<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Percentage of total allocation: 26%</p>
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Intent	Implementation	Impact		
<p><i>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:</i></p>	<p><i>Make sure your actions to achieve are linked to your intentions:</i></p>	<p><i>Funding allocated:</i></p>	<p><i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i></p>	<p><i>Sustainability and suggested next steps:</i></p>

<p>To have a high quality, inclusive PE curriculum which motivates and inspires children to become physically active citizens, benefitting their long-term health and well-being.</p>	<p>To audit all PE equipment against long term plan and borrow/purchase where necessary</p> <p>Resources – basket ball hoops for outdoor and indoor use £87 + £126 / stilts and boxes £73.50</p> <p>Resources – hockey kit from TTS</p> <p>Other equipment following audit</p> <p>Early Years outdoor play equipment</p>	<p>£ 426.85. For new soft balls and footballs</p> <p>£286</p> <p>£300</p> <p>£159.46</p> <p>£258</p>	<p>All pupils will have planned and experienced a broader range of new/different physical activities and sports. They will have benefited from the opportunity to find a sport that inspires, motivates and challenges them and will feel driven to continue this participation.</p>	<p>Sustainability will be determined through gauging pupil voice (play-leaders) choice and engagement in planning our future extra-curricular, sporting and competition events</p>
<p>Children are encouraged to develop their competence and confidence in a range of sporting activities.</p>	<p>Yr 5 have had the opportunity to watch athletes perform at Edgbaston Stadium</p>	<p>£391 for the cricket coach and £350 to watch cricket game</p>		<p>Continue to seek opportunities within the local area</p>
<p>To use Exhall Grange Special School’s swimming pool and a qualified swimming instructor to enable Wheelwright Lane to provide top up swimming provision (To provide funding for pupils that have not met National Curriculum swimming expectations)to all pupils in years 3-6.</p>	<p>Exhall Grange Special School pool booked and a swimming coordinator used for swimming lessons to ensure all children achieve the nation curriculum requirements by the end of year 6.</p>	<p>£640</p>	<p>Children will have accessed swimming lessons with a qualified swimming instructor and succeeded in reaching a minimum of the National Curriculum expectations.</p>	<p>Swimming is a life skills, due to Covid children have not been able to access pools or our usual curriculum offer. This funding will help to boost re-engagement and attainment with swimming.</p>
<p>To be a disadvantaged school champion. To recognise the value of physical activity in supporting children’s health and mental wellbeing and provide a</p>	<p>To provide funded spaces for before, lunchtime and afterschool clubs for disadvantaged pupils</p>	<p>£500</p>	<p>Monitor the impact with the SEMH groups and the least active children in terms of involvement/behaviour and attainment. Pupil progress meetings</p>	<p>Incorporate dance fitness into the curriculum utilising a dance coach</p>

supportive environment in which children can succeed.	<p>Providing targeted activities e.g. yoga-inspired movement session and creative projective that they will co-create to support to involve and encourage the least active children and SEHM groups (see LIP)</p> <p>Walk to school week posters and stickers</p>	£103.20	and data analysis of vulnerable groups	Consider introducing a daily mile and bleep testing for fitness
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 17%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>

<p>Participation in competitions available. Development of intra/inter school competitions and family physical and sports challenges.</p> <p>Children to enjoy a whole school competitive and fun sports day</p> <p>To aspire for children to build a positive mindset and to show determination and resilience. Through regular opportunities to participate in school and local sporting competitions, we promote the conventions of fair-play, team-work and respect.</p>	<p>Plan a calendar of competitive events Engage all year groups in competitions during PE lessons (as evident in medium term plans) and other active learning times eg after school clubs.</p> <p>Petrol and taxi receipts for transport to competitions/events</p> <p>Use sports coaches to support sports day and support class teachers/coaches to plan for competition within lessons</p> <p>Cable covers for sports day</p> <p>Football presentation and engraving/medals</p> <p>Bedworth school's association subscription allows opportunities for inter school tournaments</p>	<p>£1953</p> <p>£38</p> <p>£166</p> <p>£63.35</p>	<p>Feedback from, governors, parents/carers and children</p> <p>Children will have participated in competitions, competing against other schools and also against themselves. They will have an improved sense of sports personship and a more determined understanding of Games Mark Values. They will understand the importance of striving to do the best for oneself</p>	<p>To continue with inter/intra school tournaments– the competitive opportunities they provide is excellent value for money. Continue links with Hotshots and Tom Jenkins – cricket.</p> <p>Competition display board. Plan for these opportunities within lessons</p>
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Head Teacher:	
Date:	
Subject Leader:	LEA Cullinane
Date:	

Governor:	
Date:	