

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 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	£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	£17,230
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 18,462.06

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 2023. Please see note above	95% *One pupil can currently swim 25m but not confidently at this time. This pupil is participating in additional swimming lessons.
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	95%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100% Years 4, 5 and 6 all trained in safe self – rescue.
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

Created by:



Supported by:



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.

Created by:  Association for Physical Education  Active Partnerships  YOUTH SPORT TRUST

Supported by:  LOTTERY FUNDED  SPORT ENGLAND  UK COACHING  UK ACTIVE

<ul style="list-style-type: none"> - Wake and Shake to happen during lunchtimes each day - Purchase new play equipment to encourage play and physical activity during lunchtimes and after school. - Lunchtime play leader to run a club for children identified as being less physically active. 	<ul style="list-style-type: none"> - Use lunchtime staff and Sports leaders to run and manage Wake and Shake. - Equipment reviewed with staff over the year and purchased when necessary. - Play leader will run an activity club during lunchtimes. In the meantime, she will monitor their play and encourage physical activity with the sports leaders. 	£675.17	<ul style="list-style-type: none"> - Sports leaders select a new song each half term, learn it and teach it to the school. All children participate in daily Wake and Shake sessions at the end of lunchtime. - Staff make equipment available and ensure it is being used daily. Children active through a range of play activities. The equipment has helped considerably with the children's physical fitness. - Children who were identified as being less physically active than their peers were individually monitored and encouraged by the play leader to join in with activities. - In the autumn term, 16 children were identified as being less physically active than their peers, including one pupil premium child. By the Summer term, this had reduced to only 10 children, none of whom are pupil premium. Over the year, we have seen an increase in the number of children taking part in physical activity both during and out of school. 94% of our pupils take part in at least one extracurricular activity, with 75% taking part in two or more. 	<ul style="list-style-type: none"> - PE lead to review playgroud equipment with the staff. Identify what is the most used equipment and if anything different is required. Purchase new and replace any equipment that is needed.
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			<p>Wider impact as a result of the above:</p> <ul style="list-style-type: none"> - Pupils are more active in PE lessons – take part without stopping to rest. - Pupils are more active during breaks and lunchtimes choosing to be active instead of sitting etc. - Pupils are more active outside of school. - Improved standards in PE. - More children enjoying being physically active. <p>The whole school took part in the school's Children in Need Challenge aiming to run, walk or skip as many voluntary miles as possible, during lunchtimes, over a week. The children ran, walked and skipped 1382 miles.</p>	
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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:
<p>- PE is a focus in Celebration assembly to ensure the whole school is aware of the importance of PE and Sport and to encourage all children to aspire to being involved in the assemblies.</p> <p>- Arrange transport for sports trips so that pupils are able to watch international and professional level sport being played.</p> <p>- All Stars/Dynamos cricket promoted in assembly. Continue to develop links made with Wembdon Cricket Club to encourage girls. Continue to use links with the Somerset Cricket Board to promote cricket.</p>	<p>- Class teachers and support staff to award certificates for achievement, participation, effort, progress etc in Celebration assemblies.</p> <p>- Achievements celebrated in assembly e.g match results/medal ceremonies etc.</p> <p>- Transport children in Years 4-6 to the County Ground to watch an international/professional cricket match being played in the Summer term if possible.</p> <p>- Encourage an enjoyment of sport.</p> <p>- Flyers sent home to parents and displayed at school.</p> <p>- Invite coaches into school to run sessions and promote All Stars and Dynamos.</p>	£300	<p>- Achievements shared with children and with parents via social media. Creates a positive, excitement about sport within the school and pupils celebrate their peers achievements.</p> <p>- Children demonstrate pride in the school's achievements and efforts. School's successes and efforts shared in assemblies.</p> <p>- Children become more involved in playing sport and have a better understanding of the rules etc having seen it being played to a high level. Enthusiasm for cricket has increased across the school.</p> <p>- More children taking up All Stars at their local Cricket Club, In 2023, 15 KS1 children took part in All Stars across three local cricket clubs and 16 KS2 girls took part in Dynamos.</p>	<p>- This is something to be continued with each year.</p> <p>- Continue to create links with SCF and local clubs for the future.</p> <p>- Continue to create links with SCF and local clubs for the future.</p>

<ul style="list-style-type: none"> - In partnership with the Somerset Cricket Foundation, carry out the STUMPY Programme with classes 4 and 5. 	<ul style="list-style-type: none"> - 6 weeks of lessons organised with the SCF in the summer term. 		<ul style="list-style-type: none"> - All children in classes 4 and 5 took part in 6 weeks of additional PSHE and cricket lessons as part of the STUMPY programme. These sessions were run by SCF coaches. These helped build up more enthusiasm for the sport and gave children time to reflect on and put into action key themes like resilience, teamwork and problem solving. 	
<ul style="list-style-type: none"> - Purchase certificates/medals for sporting events, e.g. the Boccia League. 	<ul style="list-style-type: none"> - Celebrate achievements in Collective worship. 	£38.24	<ul style="list-style-type: none"> - Certificates created great excitement particularly amongst those who have not had many opportunities to get one before. 59 children received certificates. Amongst these, 13 children achieved their Bronze award, 6 children their Silver and 9 children their Gold. 	<p>After continued success with the athletics scheme and boccia league, continue to run the competitions annually and purchase certificates and medals for participants.</p>
<ul style="list-style-type: none"> - All children in KS2 to complete a questionnaire about school sport and PE. 	<ul style="list-style-type: none"> - Children to complete questionnaire to show their views and opinions of the current provision. 		<ul style="list-style-type: none"> - Children complete the questionnaire once a term. Data is collated and where possible issues are addressed. Overall, the feedback from children is very positive, with 98% of children enjoying PE lessons, 97% of children said they felt confident in PE and 93% of children said they enjoyed physical activities at lunchtimes. 	<ul style="list-style-type: none"> - Children in KS2 to complete the questionnaire during 2023/24. Use 2022/23 responses to continue to improve provision.
<ul style="list-style-type: none"> - Train Sports Leaders to encourage other children to be active. Be 	<ul style="list-style-type: none"> - Sports Leaders to be trained in Year 5 and 6 on how to support a 	£60.20	<ul style="list-style-type: none"> - The Sports Leaders have shown themselves to be excellent role 	<ul style="list-style-type: none"> - Sports Leaders will train and support the next group of

positive role models.	small group of children. Volunteer football and boccia referees to be trained to officiate lunchtime and breaktime games. - Purchase Sports Leader badges.		models and absolutely key to the increase in participation we have seen at lunchtimes. They have become increasingly independent over the year and now run activities with very little adult support or without being asked to. 25 children were very excited to receive their badges and wear them with pride. High-Viz vests are worn by Sports Leaders who are on duty both at breaktimes and lunchtimes. These children are easily identifiable amongst the other children.	leaders.
- Use the display board for PE and school sport to raise the profile of PE.	- Use the board to display sporting achievements and results. - Highlight important information relating to PE lessons. - Display club link information and information relating to healthy lifestyles.		- Photographs and write ups displayed in the noticeboard. Boccia results and matches are displayed as is information for the Sports Leaders. Flyers for out of school sports clubs are also posted on the board. Children regularly view and read the information on the board.	- Ask the children what they would like to see on the board to create continued interest. Continue to display results and achievements as well as promoting local club links.
- Purchase medals for the Boccia League.	- Celebrate achievements as a whole school.	£38.24. As above.	- 62 children participating in free playtime Boccia league in Years 4-6. Wider impact as a result of the above: - Pupils show pride in being involved in assemblies or on the noticeboard, which is impacting on confidence and self esteem.	- Continue to offer this club next year.

			<ul style="list-style-type: none"> - Children who don't always find physical activity easy have excelled in a leadership roll as a Sports Leader. - An increased number of children attending clubs in the community, which is complimenting the activities provided in the school and in the curriculum. - An increase in self esteem/confidence having an impact on a child's learning. 	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				44%
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>In order to improve the progress and achievement of all pupils, there will be a focus on providing training for the school staff. This includes/will include:</p> <p>- PE Lead to attend training at the annual PE conference and virtual events.</p> <p>- Discuss with staff any training they wish to attend and find opportunities for this.</p> <p>- In response to discussions with staff last year, IMoves is to be re-subscribed to in order to provide</p>	<p>- Discuss with staff areas in which they want to improve and identify opportunities for professional development. Staff have regular access to coaching expertise to continue widening their knowledge base.</p> <p>-Attend conference.</p> <p>- Carry out staff skills audit.</p> <p>- Provide staff training for areas highlighted in the skills audit.</p> <p>- Provide cover staff to release teachers for professional development in PE and Sport.</p> <p>- Purchase subscription, give staff refresher training on how to use it and on how to navigate the new</p>	<p>£60</p> <p>£1492.57 – also to be used to provide cover staff as needed. See Key Indicator 4 and 5.</p> <p>£697</p>	<p>- Teaching staff have a better knowledge of how to adapt lessons for all children, as well as how to incorporate new resources into their teaching and how to use them to bring out the best in their pupils.</p> <p>- Staff feel confident in delivering a well balanced and diverse PE curriculum.</p> <p>- PE Lead attended a variety of workshops at the conference.</p> <p>- Staff skills audit carried out. Results showed that staff would like additional support with inclusive sports and sports they had less experience with.</p> <p>- Staff feel more confident in delivering high quality lessons across a range of areas.</p>	<p>- Continue to provide all members of staff with the opportunity to improve their subject knowledge. Hold staff meetings. Look into opportunities for support staff to increase their subject knowledge.</p> <p>- PE Lead to attend annual conference in 2024.</p> <p>- Provide staff CPD during staff meetings for a range of inclusive sports (boccia, seated volleyball, table top cricket etc) and indoor athletics. If possible, look into some OAA training.</p> <p>- Renew subscription in 2023/24 and remind staff of the different areas it covers. - -</p>

<p>planning and resources for dance, gymnastics and other sports.</p> <p>- Employ specialist coaches to work alongside teachers in lessons to increase their subject knowledge and confidence in PE (Years R-6).</p> <p>- Provide additional training to support children with specific SEND needs.</p> <p>- Subscribe to AfPE for guidance and additional training opportunities.</p>	<p>website and then staff to use it in PE lessons.</p> <p>- Staff communicate with the coach areas in which they want to develop their knowledge and understanding or build their confidence as necessary.</p> <p>- Communicate with staff and find opportunities to support them with specific SEND needs.</p> <p>- Purchase annual membership to AfPE. Use resources available to members and look for additional training opportunities for staff.</p>	<p>£5685.94</p> <p>£182.09</p>	<p>- This has also allowed for a better progression of skills across year groups.</p> <p>- Topic areas have been reviewed and this has been communicated with the coach. Planning has also been provided in order to provide continuity in expectations and progression across the school.</p> <p>- Staff have benefited from lessons shown to them particularly in areas they feel less confident.</p> <p>- All teaching staff have been trained in how to support visually impaired children in PE lessons. This includes how to adapt the space the child is working in, the task they are taking part in, the equipment they are using and the people they are working with.</p> <p>- All relevant support staff have also been trained in this.</p> <p>Wider impact as a result of the above: - The pupil's skills, knowledge and understanding continues to improve. - Pupils are exposed to a wide range of sporting opportunities and as a result demonstrate an enjoyment of sport and the desire to improve and learn.</p>	<p>Provide staff CPD on the new areas added to moves over the summer.</p> <p>- Continue to closely monitor the coaching provision and communicate any areas of concern or opportunities for improvements.</p> <p>- Review topic areas annually to ensure the highest quality provision.</p> <p>- Staff to use this knowledge to adapt lessons for all children as well as those with specific needs. This will be beneficial not only to children currently at the school, but those who will attend in the future.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				23%
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>- Offer a wide range of activities both during and after school in order to encourage participation.</p> <p>- Continue to offer all children in Years 4-6 opportunity to play in the school Boccia league.</p> <p>- Provide a broad and varied PE curriculum.</p>	<p>- Use sports coaches to work with staff and attend courses/training etc to continue to broaden the children's experiences.</p> <p>- Run boccia league during breaktimes.</p> <p>- Purchase additional boccia balls and scoring packs.</p> <p>- Purchase IMoves subscription to continue helping to support teaching staff in delivering high</p>	<p>As shown in key indicator 3.</p> <p>£224.97</p> <p>As shown in Key Indicator 3.</p>	<p>- Staff feel more confident in teaching new activities and are armed with fresh ideas for those they feel more confident with. Weekly sessions helping to provide staff with new ideas and activities to use independently.</p> <p>- Children have more opportunities to take part in sport, within a familiar setting, at a younger age.</p> <p>- Children in classes 1, 2 and 3 were able to take part in a multi-skills club afterschool. Children in classes 4 and 5 were able to take part in netball or table tennis.</p> <p>- 62 children participated in free playtime Boccia league for Years 4-6.</p> <p>- Boccia sets purchased and refereeing equipment</p> <p>- Imoves training carried out with all teaching staff. Lesson plans being used.</p>	<p>- Staff work together and share good practice they have learnt.</p> <p>- Continue to review opportunities for children and make purchases accordingly.</p> <p>- Continue to offer this club next year.</p> <p>- Renew subscription in 2023/24 and remind staff of the different areas it covers.</p>

<p>- Provide a free multi-skills club for all children in Years R-3.</p> <p>- Chance to Shine subscription - enable SCCC coaches to come in and coach cricket, as well as providing opportunities for external visits.</p> <p>- Continue to review the school's PE equipment, replacing and purchasing new when necessary.</p> <p>- Gymnastics lessons to be held in</p>	<p>quality PE lessons.</p> <p>- Employ coach to run a multi - skills club for Class 3 in the Autumn term, Class 2 in the Spring term and Class1 in the Summer term.</p> <p>- Purchase subscription and utilise coaching opportunities.</p> <p>- Attend Festivals.</p> <p>- Purchase new equipment to widen the children's experiences.</p> <p>- Replace any lost or damaged equipment.</p> <p>- Inspect and repair PE equipment.</p> <p>- Ask the children what they would like to see provided at the school. Opportunity for the School Council to investigate this.</p> <p>- Mel Bax to come in and teach</p>	<p>£1111.50</p> <p>£30</p> <p>£109.83</p> <p>£215 As shown in Key Indicator 2.</p> <p>£1492.57 - also</p>	<p>- In 2021/22, 83% of Class 1 and 78% of Class 2 attended the free multi-skills club provided by the school. 83% of Class 3 attended the free multi-sports club.</p> <p>- Through our affiliation we were able to access free Dynamos and All Stars workshops for all children. In addition, we were able to offer 2 classes the chance to take part in the STUMPY programme and take 42 children to watch a professional cricket match for free. All children in Years 2, 3 and 4 were also able to participate in a cricket festival.</p> <p>- New equipment purchased throughout the school year as needed.</p> <p>- Equipment inspected and repaired where necessary.</p> <p>- Classes 1-3 had weekly lessons</p>	<p>- Provide staff CPD on the new areas added to moves over the summer.</p> <p>- Continue to review the club provision and discuss with the coach with particular focus on the EYFS.</p> <p>- Continue to work closely with the SCF and provide coaching when available.</p> <p>- Review the equipment in 2023/24 and repair or purchase when necessary.</p> <p>- Book Mel for the 2023/24</p>
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school with a specialist coach.	gymnastics.	to be used to provide cover staff as needed. See Key Indicator 4 and 5.	during the spring term with Mel. This also provided staff with high quality CPD.	academic year if possible to provide high quality gymnastic provision for the children. Staff to use this as an opportunity for CPD.
- Organise whole school dance workshop to promote dance.	- Dance specialist to run a dance workshop with each class.	£1058	- All children took part in a Coronation dance workshop and an Around the World dance workshop. Both helped to increase the profile of dance within the school.	- Look to offer more dance opportunities for children in the future.
- Provide a free table tennis and netball club afterschool.	- Staff and specialist coaches to come in and run the clubs. - Purchase necessary equipment.	£83.82	- Table tennis club has been open to children in Years 4, 5 and 6 this year and netball for Years 5 and 6. New equipment purchased for the clubs.	- Continue to offer these clubs next year.
- Year 4 to visit Channel Adventure to broaden their OAA experiences.	- Children to visit Channel Adventure in the Summer term.	£228.44	- Year 4 visited Channel Adventure for a day in the summer term. 22 children were able to experience stand up paddleboarding, rafting, bushcraft and archery during the day.	- Use the IOW week as an opportunity to extend the children's OAA experiences in the future.
- Re-map the school for orienteering and look into different markers available.	- Purchase package to have the school mapped again and markers to be used in lessons.	£780	- School maps have been updated to include changes made to the school grounds. New markers purchased to replace broken or lost markers. Maps and markers used	- Use these resources in future PE lessons.

<p>- Introduce Tri-Golf to KS2 PE lessons.</p>	<p>- Purchase tri-golf equipment. - Add tri-golf to Class 4 and 5s PE curriculum.</p>	<p>£369.53</p>	<p>in PE lessons in the summer term.</p> <p>- Feedback has shown that the children enjoyed learning how to play tri-golf. It has now been added into the school's PE curriculum.</p>	<p>- Tri Golf is now in the PE long term plan for children in Class 4 or 5 for 2022/23 and future years.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				12%
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:
- Through the BPSSA affiliation, we have a network of schools that work closely together to provide leagues and competitions in most sports. It creates a good network between schools and PE leads to ensure that sport has a prominent place in schools.	<p>- Pay affiliation fees to BPSSA and Sedgemoor School Games.</p> <p>- Employ teaching assistants to attend sports tournaments, festivals and competitions when needed.</p> <p>- Provide cover staff to release teachers to attend sports tournaments, festivals and competitions.</p>	<p>£750</p> <p>£1492.57 - also to be used to provide cover staff for teachers to attend CPD opportunities and TAs to attend festivals etc. See Key Indicator 3. Also includes gymnastics supply. See Key Indicator 4.</p>	<p>- This year, 18 children participated in the Year 5/6 Sportshall Athletics competition, where we qualified for the county final. We finished 1st in the county. We also competed in the Year 3/4 Sportshall athletics competition, where we came 2nd. 59 children took part in the Sportshall athletics award with 13 achieving their Bronze award, 6 their Silver award and 9 their Gold award. The Year 5/6 football team one all of their matches and qualified for the county final. They then finished 4th in their group. For the first time, Year 4 took part in a football tournament as well. Children in Years 1-4 took part in two Key Step gymnastics competitions. 12 children made up 4 teams who competed against Northgate school and won. 4 children also attended as scorers for the matches. 11 local schools competed in a swimming gala. We qualified for the finals where</p>	<p>- Increase the number of children participating competitions, particularly in KS1.</p> <p>- Continue to find ways to embed KS1 intra competition in the sporting calendar. Discuss opportunities in staff meeting.</p> <p>- Provide transport where necessary to maximise the number of children able to access competitive sporting opportunities.</p>

<p>- Ensure all children have opportunities to take part in inter school competitions.</p>	<p>- Organise/continue opportunities for children to participate in inter school competition. Provide transport allowing all children to access competitive events. Planned events: - Swimming gala - Boccia league - Sports day - Cross country - Other BPSSA/SASP events.</p>	£1525	<p>we finished 3rd. 46 children from Years 3-6 have competed in three cross country events this year. 6 children from Enmore were then chosen to represent Sedgemoor in the Level 3 final. Children from Year 5 and 6 competed in the area athletics finals against 9 other schools, finishing 2nd.</p> <p>- Intra school competitions held so far this year: - House swimming gala for Years 4 and 5. - Boccia League for Years 4-6. - Sports Day - House Cricket competition</p>	
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Head Teacher:	D MacRae
Date:	
Subject Leader:	L Potter

Date:	
Governor:	
Date:	