

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 judgement, 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 offers
- 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 <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools> 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 underspend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment.

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 31 July 2023.



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2022/23	£18,180
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2022/23	£18,180
Total amount of funding for 2022/23 to be reported on by 31st July 2023	£ 18,180

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section as best you can. 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>	82%
<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>	77%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	77%
<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

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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: Increase confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation: 59%	
Intent	Implementation	Impact		
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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>1. PE TA/PE coordinator support and ensure teachers have greater confidence in planning and teaching PE lessons.</p> <p>All teachers to know what resources are available to support their lesson planning and what equipment we have in school.</p> <p>Outdoor PE shed to store equipment and enable easy access during outdoor lessons.</p> <p>2. Support in all PE lessons from PE TA.</p>	<p>1. Purchase of a new scheme: PE Planning for teachers to use. Provides lesson plans, vocabulary, develops skills.</p> <p>2. Use of external coaches: Chance to Shine taster sessions PE TA to liaise with class teachers before lessons.</p> <p>3. PE TA timetabled to work with/ team teach/lead in all PE lessons including setting up the equipment, adapting the lesson to meet the needs of all children, working with small targeted groups of children within lessons.</p>	<p>£10,740 – salary of PE TA</p>	<p>1. Using the new scheme teachers are more confident in teaching PE and use them support to help them develop children’s skills across a range of sports.</p> <p>2. Class teacher is able to use the expertise of the PE TA. Adults are able to target specific groups of children for PE – giving extra support or challenging the more able.</p>	<p>1. Teachers feel more confident to teach and lead the PE lessons and extra-curricular activities.</p> <p>2. PE TA to liaise with class teacher before the lesson so equipment is ready and PE TA can offer ideas to support/challenge specific children. PE TA can deploy other members of staff supporting in the lesson to specific children.</p>

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<p>3. Teachers to develop a clear understanding of the skills and vocabulary that should be taught in their year group for each sport.</p> <p>4. Teachers to attend relevant CPD</p> <p>Employment of specialist PE TA to meet with the Intent outlined above.</p>	<p>4. Share with staff progression profiles and key vocabulary lists to support each sport.</p> <p>Ensure that a whole school PE long term plan is in place across the school which is shared with staff.</p> <p>5. Carry out staff audit on competencies.</p>		<p>3. Pupils to be to recall key vocabulary from each taught unit. Use scheme for vocabulary. (pupil voice)</p> <p>Teachers to be confident to include vocabulary in their lessons to progress skills and knowledge of pupils.</p>	<p>3. Continue to use scheme to support and develop teaching skills. (Scheme is regularly updated in recognition developments in the subject)</p>
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<p>Key indicator 2: The engagement of all 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</p>	<p>Percentage of total allocation: 1%</p>
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Intent	Implementation		Impact	
<p>Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: What do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>
<p>1. To increase the activity levels of all children in Reception to Year 6 by consistently taking part in a daily run using the running track.</p>	<p>1. Encourage staff and pupils to participate daily as part of their routine. Increase the distance for each year group.</p>	<p>£80 for Sports Ambassadors training.</p> <p>Sports TA</p>	<p>1. All children are taking part in at least 15 minutes additional exercise every day. Children challenged to run the target distance. Successful running teams in cross country and track</p>	<p>1. Daily run continues to be a daily activity for all children. Teachers continue to implement the daily run into their class. Re-introduce whole school challenges to keep children</p>

<ol style="list-style-type: none"> 2. Ensure a wide range of free sports extra-curricular clubs are offered by Sports TA, across the year groups. 3. Ensure we have an engaging offer of external sports extra-curricular clubs. 4. Develop an active lunch club for KS1 run by Year 6 Sports Ambassadors. 5. Encourage children to walk to school 6. Encourage children to be active during playtimes. 7. Physical activity on offer during Golden Time 8. Ensure equal opportunities. 	<ol style="list-style-type: none"> 2. Sports TA runs clubs before school on a termly basis, changing the sport according to the season. All children in KS2 have the opportunity to join and they are free. 3. We have a range of physical activities on offer by outside providers for boys and girls, many are mixed, before and after school. We introduced a KS1 mixed football club this year. Club include: fencing, dance, yoga, tennis, athletics and many more. 4. Year 6 Sports Ambassadors received training and have lead KS1 Active lunch club once a week –very successfully. 5. Through Sustainability Ambassadors children are regularly encouraged, sometimes with special events to walk to school. 6. Sports TA run a physical activity during Golden Time which is rotated across the year groups 7. Promoted sport for all, 	<p>(funded as above)</p> <p>£60</p>	<p>events. Children develop resilience in their running.</p> <ol style="list-style-type: none"> 2. Playground Squad has been reintroduced at lunchtimes to ensure that children have access to sports equipment during lunchtimes. This has increased levels of activity at lunchtimes, in particular KS1 3. All children have the opportunity to use different pieces of equipment. The school is well equipped to enable a wide variety of sports to be taught at a high standard. 4. GT physical activity is always popular and full. 	<p>motivated to run.</p> <ol style="list-style-type: none"> 2. Develop the roll of Sports Ambassadors for next year 6. Act as role models to encourage activity. 3. Continue to promote and support playground squad. Investing in equipment 4. Use pupil voice to decide on GT activity. 5. From audit will target less active children.
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	<p>offered opportunities to a range of pupils. Use registers and data to check who has attended.</p> <p>8. Carry out an audit on which clubs in and outside of school children attend.</p>			
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Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement	Percentage of total allocation: 0%
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Intent	Implementation	Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:		
<ol style="list-style-type: none"> Monday messages – school communication with parents – to be updated weekly with any information/ updates/ successes about sport at Maple. Termly sporting success reported to the governors. Celebration Assemblies used as an opportunity to celebrate the sporting achievements of 	<ol style="list-style-type: none"> PE coordinator to give regular updates to be included in the parent message Sports Coordinator and Sports TA write the termly report for the governors. PE Coordinator and Sports TA to announce the achievements of children in assembly. 		<ol style="list-style-type: none"> We were awarded Gold Sports Mark. Profile of sport at Maple continues to be high due to effective communication with the wider school community. <p>Everyone is made aware of opportunities and the success of Maple sport.</p>
			<ol style="list-style-type: none"> Continue to communicate with the parents, children, school staff and governors. Highlight individual children or teams who performed exceptionally well. Use of PE board in school and assemblies.

<p>children across the school, inside and outside of school.</p> <p>4. Continue to use PE noticeboard to inform about sporting opportunities and sporting success. Updated regularly. Also used to promote School Games Values</p> <p>5. Achieve Silver or Gold School Games Mark.</p> <p>6. To ensure that each week during Golden Time there is an outdoor PE option.</p> <p>7. Purchase football kit for the new girls' team.</p>	<p>4. Noticeboard in junior entrance hall. Board is updated regularly with information on sports fixtures and sporting success for teams or individuals representing Maple. Have photographs of Sports Ambassadors.</p> <p>Board displays School Games Value.</p> <p>5. PE teaching assistant to run a weekly group for KS2 pupils during Golden Time to cover a range of sporting activities.</p> <p>6. Successful in applying for free kit from Premier Stars.</p> <p>7. Sports Themed Special Events week, including a visit to St Albans City Football Club, skipping and dance workshops, research into sports and athletes from diverse backgrounds. Links with physical and mental health and impact on academic attainment.</p>		<p>All sporting achievements have been recognised in celebration assemblies throughout the year. (internal and external)</p> <p>3. All children have access to the PE board and are well informed about opportunities for participating and competing in school and out of school activities.</p> <p>4. Pupils have the opportunity to take part in additional physical activity involving competing with children in different year groups on a Friday afternoon.</p> <p>5. Special Events Week featured Sport. Children had increased opportunities to take part in physical activities. Understood why physical activity is important for mental health. Learnt about different athletes and their backgrounds.</p>	<p>3. Improve coverage on the website.</p>
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			6. Girls feel proud to represent school in new kit.	
Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils				Percentage of total allocation: 30%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
<ol style="list-style-type: none"> 1. PE TA to run extra-curricular clubs and offer training for specific events. 2. Continue to offer a wide range of curricular and extra-curricular clubs run by outside providers to engage as many children as possible in sport. 3. Ensure we are participating in a range of events offered by SGO 	<ol style="list-style-type: none"> 1. PE TA timetabled to lead sports clubs before and after school. These are to be monitored regularly adjusted accordingly to meet needs of pupils. PE TA to plan and prepare for specific ages groups to implement successful sessions. 2. Continue to offer a wide range 	£5,430 – salary of PE TA	<ol style="list-style-type: none"> 1. More children have the opportunity to join extra-curricular clubs, offering a wide range of sports. 2. Pupil premium pupils have been given access to these clubs and are actively to encourage them to take up a place. Spaces given by 	<ol style="list-style-type: none"> 1. Sports offered recorded. Carry out pupil voice to monitor children’s views and interests on clubs offered and general PE lesson feedback. 2. Ensure our offer is inclusive. 3. Continue to liaise with SENCO and SPD teachers to provide information on

<p>4. Use pupil voice to check what sports they would like.</p>	<p>of sporting extra- curricular clubs</p> <p>3. Review opportunities provided by SGO, book on and ensure staffed and parents able to help with transport.</p> <p>4. Review options to use outside coaches with specific skills. Eg Chance to Shine for cricket.</p> <p>5. Skipping and Dance workshops during Special Events week.</p> <p>6. Year 4 took part in a sports event organised by a local secondary school.</p>		<p>provider.</p> <p>3. Increased opportunities for more children to take part in inter-competitions and festivals.</p>	<p>individual pupils.</p> <p>4. Continue to keep registers and audits to monitor which children are least active to encourage them to participate.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 10%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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>1. In class competitions to continue to run at the end of every unit of work.</p> <p>Children to be given opportunities for individual and team competition within curriculum lessons or as part of the daily run.</p> <p>2. Create initiatives once a half term to increase use of the running track during the school day and enthuse children to take part in the challenge (in school time).</p> <p>3. Increased opportunities for children to represent the school in external competitions and festivals.</p>	<p>1. Each class to complete a competitive element at the end of each unit of work – either between class members in teams or as individuals.</p> <p>Individuals given opportunities to compete against themselves in a variety of ways (fitness testing, interval training, daily run, ball skills lessons etc).</p> <p>PE TA to introduce and advertise competitions throughout the school for children to take part in on regular occasions.</p> <p>Ensure we take up opportunities by SGO to take part in a wide range of competitions and festivals Taking more than one team, and across the year groups.</p> <p>Sports TA to prepare the teams for the competitions.</p>	<p>£1,870 – salary of PE TA</p>	<p>1. All classes are involved in half termly class competitions at the end of their teaching unit.</p> <p>Children provided with opportunities for individual and team competition from their very first year at school.</p> <p>2. Increased competition within the school both against themselves, within class and across different year groups.</p> <p>Initiatives such as the Santa Dash have raised the profile of a healthy lifestyle whilst raising money for school PTA.</p> <p>3. Increased number of children taking part in competitions.</p> <p>4. Increased success in events for example; Winning: District Sports, netball and football leagues, Cross Country.</p> <p>5. Increased number of children taking part in festivals to develop their confidence.</p>	<p>1. Continue class competition in variety of new sporting activities on offer at school.</p> <p>2. Continue to offer a wide range of sports, leading to a wide range of fixtures for children to enter competitively within school.</p>
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Signed off by	
Head Teacher:	<i>S Johnson</i>
Date:	19.7.23
Subject Leader:	<i>Laura Astley</i>
Date:	19.7.23
Governor:	Keith Tang
Date:	19.7.23