

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. **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	£0
Total amount allocated for 2021/22	£ 7,290
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£ 7,290
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 7,290

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 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 2022.</p> <p>Please see note above</p>	65%
<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>	65%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	55%
<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: 7,290		Date Updated: July 2023	
Key indicator 1: 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					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:	
<ul style="list-style-type: none"> Pupils to gain a good level of Swimming teaching by the time they leave Hayes Meadow. Most pupils to be able to swim proficiently 25m. KS1 and EYFS children are lead in play by UKS2 children to develop fundamental skills and love of physical activity. Less active pupils are identified and interventions are put into place to encourage an increase in 	<ul style="list-style-type: none"> Pupils in Y3, 4 and 5 attend swimming lessons on a termly basis at Friary School. Pupils receive 3 terms of swimming lessons during their time at Hayes Meadow. Y6 pupils act as sports leaders for KS1 and EYFS pupils during break and lunch times, they received training from the subject lead. We have worked collaboratively with Lichfield District Council to run a 'Let's Get Active' club at the 	£ 8,000 0	<ul style="list-style-type: none"> 65% of pupils can swim 25m proficiently. This will be communicated with secondary schools at transition. EYFS and KS1 pupils enjoy the experience of playing with Sports Leaders, and Sports Leaders feel they have developed leadership qualities over the year. Less active pupils have attended an after-school club, and have benefitted from the 	<ul style="list-style-type: none"> Continue relationship with Friary School. Identify pupils in Y6 who may benefit from extra swimming lessons next year to reach standard. Sports Leaders will be renamed as 'House Captains' next year. Sports Leader 'diaries' to track how they are using their time. Pupil discussion with younger pupils to gauge impact. If funding is available from Lichfield DC, run this event again, 	

<p>activity levels.</p> <ul style="list-style-type: none"> Pupils are provided with suitable equipment to allow them meet the needs of the curriculum in lessons. 	<p>school, for pupils identified as less active to engage in sport – with clear progression and community links.</p> <ul style="list-style-type: none"> PE cupboard in March 2023, and ordering of new stock. 	<p>£2,000</p>	<p>social, emotional and personal benefits of sport.</p> <ul style="list-style-type: none"> PE cupboard is fully stocked to meet the needs of current curriculum, this may need to be revisited before new scheme is launched in September 2023. 	
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation: %</p>
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Intent	Implementation		Impact	
<p>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:</p> <ul style="list-style-type: none"> P.E has a positive impact within our school. We use physical activities within our lessons where possible. Some examples are within Science investigations, Maths times table practice and in PSHE. 	<p>Make sure your actions to achieve are linked to your intentions:</p> <ul style="list-style-type: none"> Teachers plan and think about making lesson as active as possible. Subject leader completes activity heat map to see how active the school is. 	<p>Funding allocated:</p> <p>£</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <ul style="list-style-type: none"> Pupils acknowledge and talk about the importance of PE and Sport, and the impact exercise can have on their well-being, as well as other benefits. This has been shown through pupil voice questionnaires. 	<p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> Raise profile through new scheme, and whole-school assemblies.

<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Percentage of total allocation:</p>
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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:
<ul style="list-style-type: none"> Teachers to have access to high-quality planning and resources from a scheme that aims to improve not just performance in sport, but develop the whole child as stated in our PE intent. Teachers – especially ECT’s – have the opportunity to receive CPD from a subject specialists. 	<ul style="list-style-type: none"> New scheme – CompletePE – has been purchased as a trail run for Summer term. Y5/6 teachers have been using this for planning, which will then roll out to whole school in September 2023. Callum Hayes delivers PE sessions in Y3 and Y4 for ECT teachers to receive CPD. 	<p>£ 150</p> <p>£6,470</p>	<ul style="list-style-type: none"> Staff who have used or seen current scheme have commented on its link to developing social, emotional and well-being aspects of the child and how this fits with school ethos. Staff have experienced an increase in confidence when teaching PE specific to their needs, and have received support from subject leader as well as qualified sports coach. Subject leader has observed lessons to ensure high-quality of lessons. 	<ul style="list-style-type: none"> Whole school rollout in September 2023. Gain feedback from teachers and staff at regular intervals throughout 23-24 academic year. Subject specialist and subject leader to continue working with ECT’s next year, teachers confidence of teaching aspects of PE to be monitored through the next school year.
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:
<ul style="list-style-type: none"> Pupils have the opportunity to take part in new sports at Hayes Meadow. Through the curriculum or through extra-curricular activities. 	<ul style="list-style-type: none"> This year, pupils have had the opportunity to take part in Football, Martial Arts, Multi-Sports, Cross Country and Athletics clubs at Hayes Meadow. Some of these have been ran by teachers, others by Callum Hayes – a coach from Progressive Sports. 	£ included in the £6470 CH's time for extra curricular clubs.	<ul style="list-style-type: none"> High percentages of each year group have attended an after-school club linked to PE and School Sport. Pupils know they can experience new sports in school. 	<ul style="list-style-type: none"> Seek out opportunities for external providers to provide new sporting experiences to pupils.

Key indicator 5: Increased participation in competitive sport				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:

<ul style="list-style-type: none"> Our school will engage in as many opportunities as possible to give our children the opportunity to take part in competitive sport, whether that is in school or out of school. 	<ul style="list-style-type: none"> School engages with local SGO (which has changed this year, leading to less opportunities for our school) and subject lead liaises with local PE leads to plan and attend events. 	<p>£ 1100</p> <p>Travel to events</p> <p>Sports Day Markings (Croppers)</p>	<ul style="list-style-type: none"> Pupils from Hayes Meadow have taken part in competitive Cross Country events, Indoor Athletics, Football and in school have competed against each other at Sports Day. 	<ul style="list-style-type: none"> Engage with new SGO (Greg Mills) and try to increase the number of competitive events attended next year.
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Head Teacher:	Sarah Sivieri
Date:	July 2023
Subject Leader:	Andrew Morgan
Date:	July 2023
Governor:	Z Cahalan
Date:	July 2023