

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	£2,037
Total amount allocated for 2021/22	£19,300
How much (if any) do you intend to carry over from this total fund into 2022/23?	£2,037
Total amount allocated for 2022/23	£19,300
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 21,337

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>	75%
<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>	40%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	50%
<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:		Date Updated:	
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: 57%
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: £12,099	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
Children to spend the majority of their lunch times being active. A choice of physical activities put out at lunch to ensure all children are taking part in activity, e.g. locomotor activities, climbing, pushing and pulling.	<p>OPAL Programme bought – Pennoweth work closely with OPAL to ensure that lunchtimes are as inclusive, active and enjoyable as possible.</p> <p>Range of equipment bought to ensure that children are able to enjoy their lunchtimes, including a large loose parts shed which will enable children to become more responsible and choose activities that they enjoy doing.</p>		<p>£4500</p> <p>£7599</p>	<p>Pupil voice has been incredibly positive.</p> <p>Parental engagement has been huge, OPAL parent stay and play sessions have shown this.</p> <p>Through pupil voice we can think about the next steps for OPAL – what do the children want that will keep them engaged and active during lunchtime?</p>	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 0%
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:
Profile of PESSPA raised across the school and PE lessons to be seen as important as all other lessons. Children to feel part of a larger school team and great relationships forged.	Continue implementation of #Team Pennoweth through lunchtimes, hoodies/tribes. Ensure that tribal leaders are good role models for the rest of the school and organize events including tribal sports events and sports day.	£0	Tribal leaders are seen as high profile children within school who are also sports leaders within their own right. Other children look up to them and want to be tribal leaders when they get to year 6.	Discuss/reflect on further implementing #TeamPennoweth. Think about uniform for PE lead?

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				0%
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:
All teaching staff feel prepared and confident in teaching high quality PE lessons every week. Staff are able to assess children in PE and adapt lessons for the needs of their class.	Through RealPE Legacy, staff have had CPD on how to use the platform successfully and how to branch out into using RealGym. Regular updates on using RealPE given by subject lead. TA CPD meetings so that all staff feel confident in delivering PE; are able to support effectively; and are	£0		Keep staff involved in the journey with RealPE - ensure that any new staff have training and feel confident in delivering PE in the way that we do. Ensure that new subject lead is confident in using the programme – develop the role to enable them to access CPD and become a successful leader.

	happy talking to children about the programme.			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 9%
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: £2000	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Children need to be confident in applying skills that they learn during their PE lessons into any sport that they may encounter. Children need to understand the importance of the skills that they use in PE, including social and personal skills, not just sporting skills.	Range of after school clubs available to children so that they can apply their PE skills in a sports setting: Autumn: Rugby, football, handball, sports (KS1) Spring: Netball, yoga, ball games Summer: Summer sports, athletics, football, ball games. Bring coaches into school to broaden children's horizons about what sports are out there and what they might enjoy, break down stereotypes. Krav Maga Cornwall	£1000	Over 30% of the school take part in clubs across the year, meaning that all children have the opportunity to enjoy a range of sports. Children who do not often enjoy sport participated in rugby sessions and then a rugby festival including other schools	Focus on some even more obscure/different sports for next year, e.g. lacrosse, golf, kinball. Ensure that children are all exposed to different sports and sports coaches over the year so that it is progressive from EY-KS2

	Chance2Shine Cricket Active Cornwall Cornish Pirates			
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3%
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:
Children need to have an understanding of what competition means, including winning and losing. Children have an increased number of chances to take part in healthy competition both within and outside of school.	Inclusion in Crofty MAT gold events and competition package.	£550	Children have taken part in different events held across the Crofty MAT this year and have especially shone in Rugby, where they got through to the Cornwall finals and won medals: swimming, cross country, football, rugby. Through rugby coaching, children who do not usually participate in sports in year 5 have had the opportunity to participate in a rugby festival.	

Signed off by

Head Teacher:	Cathryn Andrews
Date:	28.06.23
Subject Leader:	Olivia Mather-Crane
Date:	28.06.23
Governor:	
Date:	