

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. **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



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£19,498
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19,448
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£0

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 practiced 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 meters? 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.	82%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	73%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100% of children had safety training during swimming lessons 86% of cohort practiced boat safety during Sailing activities at PGL
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

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:		
<p>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</p>			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 from Sports Premium:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<p>Enhance consistency of pupil participation in sports/fitness activities offered throughout the school curriculum. At least 2 sessions of PE every week.</p> <p>Children engage in a wide and great amount of sport during school hours.</p> <p>Increased accessibility for SEN pupils.</p> <p>Access to additional P.E lessons for pupils that are part of the Gifted and Talented scheme.</p>	<p>Consistently monitor the range of physical out of hours' school learning opportunities, such as after school sports clubs.</p> <p>Where feasible children walk to outside activities and trips eg Swimming, Forest school, sports day</p> <p>Encouragement of games/sports during playground break times: sports leaders and captains.</p> <p>All children participate in the daily mile.</p> <p>New markings in the sports hall to enable children to take part in the daily mile during extreme weather conditions. P.E lessons to be more inclusive, supporting sensory needs.</p> <p>Build on pupils' understanding around sports and games.</p> <p>Additional P.E lessons that may lead to pupils taking part in external competitions.</p>	£11,188.41	<p>Children are more confident about taking part in sports and games.</p> <p>Children are more able to play games together cooperatively.</p> <p>Children make good progress in ability and stamina</p> <p>Children become fitter and bodily aware.</p> <p>Increased confidence within pupils.</p> <p>Pupils are highlighted to play for teams outside of school.</p>	<p>Ensure the spots leader/captains are selected each year so the programme continues.</p> <p>Ensure staff to stick to the daily mile timetable.</p> <p>Introduce a variety of partner games. Allowing SEN pupils to work towards working with a partner. Progression for pupils to play for local boroughs.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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 from Sports Premium:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Staff, parents and pupils to support the view that P.E is an important subject which enhances health and wellbeing and improves social skills.	Staff to be made aware of training opportunities and encouraged to work alongside P.E teachers to improve professional development. Regular celebration and promotion of sporting events. P.E Teacher and x2 TaLAs to attend external sporting competitions in the borough. Encouragement of parent/pupil fitness through morning fitness and walk to school initiatives. School and parent participation in 'Hackney Moves' weekend	£0 £0 £0	Staff more confident and enthusiastic about delivering P.E. Children enthusiastic about P.E and aiming to achieve high outcomes in lessons. Staff to see and experience the success of the children in competitions.	Encourage staff to attend training opportunities and to actively input during P.E lessons. Website to be updated regularly with the success of sports trips. Competitions and lessons. Display of the children's talent by ensuring sporting achievements are celebrated during assemblies and that sporting achievements are being reached each week.
PE teachers to provide support in developing PESSPA links within the schools curriculum.	Staff , parents and carers are encouraged to actively participate in sports day at the Copper Box. Curriculum leads work with PE teachers in developing links in the schools creative curriculum.	£0	Children are able to access a greater depth of understanding in PE through links with other curriculum areas such as science.	
The approach to teaching PE is shared with outside agencies and staff are able to use borough wide CPD to enhance their approach to teaching PESSPA at Berger.	Good practice within school is shared with a range of professionals during CPD sessions hosted by the PE team. All staff members who teach alongside the P.E teacher will have a P.E t-shirt to wear when teaching P.E lessons.	£2,975	PE teachers are able to evaluate and widen their expertise through the shared CPD experiences gained.	Share the use of creative approaches in the teaching of all areas of the PE curriculum with school staff.
To raise the profile of P.E within the school amongst both pupils and staff by providing good quality, professional, logo P.E t-shirts.		£0	Children are more enthused to take part in P.E lessons as staff visually appear more professional and ready for the lesson.	Encourage staff to maintain a professional appearance when delivering P.E.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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 from Sports Premium:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<p>P.E Lead/Teacher CPD training and courses Support staff to have a better knowledge of P.E lessons.</p> <p>Staff to lead warm ups and cool downs in P.E lessons.</p> <p>Staff access to fitness classes to better understand and experience the health and well-being outcomes.</p>	<p>Releasing P.E Teacher to attend training.</p> <p>Regular staff meeting focusing on teaching PE</p> <p>Ensure that support staff have lesson plans. Teaching and Learning Assistants to access P.E CPD days delivered by the P.E Teacher.</p> <p>Provide staff with sufficient training in terms of preparing the body for physical exercise. Provide fitness classes for staff with a Q&A session on active, healthy lifestyle</p>	<p>£0</p> <p>£0</p> <p>£0</p> <p>£1,740</p>	<p>Continued training, CPD and upskilling to further develop leadership of P.E and sports in school.</p> <p>Support staff able to engage in P.E lessons with greater knowledge. Staff are able to understand the breakdown of a P.E lesson and the importance of correctly 'warming up' and 'cooling down'.</p> <p>Staff being able to lead more sports activities as a result of an increase in personal fitness.</p>	<p>Maintain CPD Engage with support staff on a monthly basis to keep them up to date with new activities and changes in the curriculum.</p> <p>Staff to utilise newly gained knowledge.</p> <p>Pupils able to go to support staff with questions around specific activities Staff to run additional sports/fitness clubs alongside those currently taking place.</p>

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 from Sports Premium	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<p>Additional achievements:</p> <p>Whole school Sports Day in Summer Term.</p> <p>School sports trips to local sports parks to engage in watersports and outdoor activities.</p> <p>Swimming lessons for children currently below the national average.</p> <p>Weekly and residential Forest School experiences</p> <p>Swimming lessons for Year 4 and 5</p> <p>Provision of new outdoor sports equipment.</p> <p>Provision of new indoor sports equipment.</p> <p>Updating PE markings in school grounds</p> <p>Updating climbing frame/fitness apparatus in playgrounds.</p>	<p>PGL activities for Yr 6.</p> <p>Years 4 & 5 intensive block of swimming lessons</p> <p>To increase child participation in outside play and to build on transferable skills.</p> <p>Pupils are able to experience a new variety of sporting games.</p> <p>Signposting and additional lines to support the daily mile routes.</p> <p>Pupils taught how to physically navigate the different activities during lessons.</p> <p>Support Staff are trained in using equipment.</p>	<p>£9,625</p> <p>£0</p> <p>£930</p>	<p>Experiencing sports participation in a national arena. Wider range of activities for children to participate exposing them to a variety of non-mainstreamed sports Year 5 Forest school camp.</p> <p>Year 6 activities during PGL week.</p> <p>To allow children to meet the national average curriculum requirements.</p> <p>To raise children's interest in sports when outside of P.E lessons. Increased enthusiasm and interest from pupils, resulting in improved learning and participation.</p> <p>Introducing additional daily mile routes around school to expose children to differentiated daily fitness challenges and sustained daily physical activity.</p> <p>Pupils apply their physical fitness knowledge independently in different physical situations to increase motor skills, spatial and directional awareness and hand/foot control</p>	<p>Ensure activities are booked regularly and yearly to ensure the continuity and development of children in a wider range of sporting activities.</p> <p>Monitor children's swimming outcomes. To raise interest throughout the school, particularly Early Years.</p> <p>Ensure lessons are varied.</p> <p>Promote the learning of new skills through new equipment within lessons.</p> <p>Ensure that class teachers and support staff continue with the daily mile.</p> <p>Encourage pupils to use oracy skill and science knowledge when explaining the physiological affect the apparatus has on their bodies.</p>

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 from Sports Premium	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Pupils to build upon teamwork skills through internal sports competitions.	Ensure there are enough fully trained staff to accompany children off site.	£0	Increase in pupils' teamwork skills through external competitions.	Engagement of the school in all competitions in future. Constant communication with other schools, sports officers and the local authority.
Taking part in external school competitions.	Arrange for class cover where needed.	£0	To boost morale and promote pupil confidence when playing off site.	
Team sports kits	The purchase of kits for pupils to wear when taking part in external competitions.		Competing in competitions and coming in the top 3.	
Engage in local competitions so that participation in regional competitions may happen.	Apply to all local and regional competitions.	£0	This will ensure children are competing at a regional or national level.	Ensure that the equipment is well kept and more equipment is provided as the year progresses so that P.E is accessible and attainable for all children. Ensure all children's strengths are highlighted and developed within lessons.
New sports equipment.	Buy new equipment, promote and provide inclusive lessons for all pupils.	£4,025.48	New equipment for children so that they are practicing/training with the best equipment available.	
SEN Sensory equipment	Provide trophies for internal competitions and sports day events		The children that are unable to complete and take part in the curriculum based activities set are able to gain the skills needed through a different route through sensory and adapted equipment. Pupils play with pride, always performing at their best. Increased competitive play.	

Signed off by	
Head Teacher:	Yusuf E Gleason
Date:	29/06/23
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Date:	29/06/23