

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. 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	£19,574
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£1197.26 (with plans in place to spend asap)

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	N/A – no Year 6 cohort.
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	%
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	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%

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?

Yes/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: July 2023	
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:
					%
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?:	
Healthy travel to school.	Link with Sustrans to help encourage children to walk, scoot, cycle or skate to school. Completion of Central Bedfordshire travel survey. Promotion of walk to school week through school newsletter. Bikeability offered to Year 4 pupils.		£0	Children active in travelling to school and have a good understanding of the benefits healthy travel.	
Before/after school and holiday club opportunities for children.	Use of Sports Coach to run before/after school multiskills and games clubs for Years 1-4 as well as holiday clubs. Other staff to run sports related clubs such as dance, gymnastics and maypole. Outside providers to run clubs – yoga/ninjas		£5201	Fitness levels of children improving and understanding of leading healthy lifestyles. Clubs offered to a range of children and VP's offered first.	
					Continue to promote active travelling to school and promote local council initiatives.
					Continue with current clubs and look to provide further opportunities. New staff starting that could have sports clubs they could run.

Increase physical exercise of all children.	Encourage daily 30:30 and talk about this in lessons/weekly assemblies. Use of equipment at playtime as well as challenges for children to take part in so children are encourage to be active. Use of daily mile, particularly for KS2 who don't have a playtime in the afternoon. PSA purchase of new climbing/target throw activities to increase offer of activities on the field as well as playground.	£963.77	Physical activity outside of the timetabled PE curriculum increased in line with 30:30 initiative. Play leaders/weekly playtime challenges help to support this and give children ideas of activities they can do to keep active.	Continue with weekly challenges and train a new set of play leaders/sports leaders with new Year 4 cohort. Look at way of keeping track of children's involvement with these.
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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: %
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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?:
Sports leaders	20 Year 4 children trained to be sports leaders – these children will run activities at playtimes as well as support in delivering PE activities for EYFS. Training delivered as part of Redborne Sports Partnership.	£ Part of subscription.	Children supported others in activities to play at playtimes. Lots of children joined in with activities daily.
Forest school	To continue to embed forest school for all children. Each class to receive 12 weeks of forest school which will mostly take part at Chicksands Woods. EYFS to have forest school sessions	£1500	All children have completed 12 weeks of forest school, mostly at the local woods. Children have improved in a variety of forest skills, building on what they have learnt in previous years as well as
			Sustainability and suggested next steps: Select year 4 children to be trained in the Autumn term. Further opportunities to support with lessons as well as playtimes. Continue to run forest school lessons for all children. Teachers to be upskilled from forest school leader.

	on school site. Forest school sessions to include half forest activities and half outdoor learning linked to curriculum areas.		cross curricular links. Children who find traditional classroom learning difficult have made good progress in forest school sessions. EYFS have also had on site forest school sessions.	
Regular celebration of sports and achievements.	Weekly sports assemblies that highlight different sporting events taking place around the world. Children's sporting achievements shared through assemblies and weekly school newsletter. Children awarded through school house system from achievements outside of school. School games values discussed and real life examples shown of these used to highlight role models. Teacher who also teaches swimming externally to deliver water safety assembly in summer term.	£0	Children know the 6 school games values and can talk confidently about what they mean and how to show them. Children are aware of sporting events happening in the world and have the opportunity to learn about different sports. Hundreds of sports achievements from children in all year groups across a wide range of sports have been celebrated in weekly assemblies and newsletter. Children are proud of their achievements outside of school and want to share these.	Continue to focus on key sporting events across the world and celebrate children's achievements. Look into having more speakers into assemblies.

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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

Staff CPD and upskilling.	Use of sports coach to co-teach with class teachers and upskill/increase confident in the teaching of PE as well as demonstrate good practice. CPD opportunities as part of Redborne Sports Partnership	£7,362 Part of subscription	Sports coach teaches each class for an hour every week with class teachers able to provide high quality lessons from coaching the other hour.	More opportunities for sports coach to upskill other staff, especially with new staff/ECT's starting in September.
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:
Use of Sports Coach and other staff to provide extra-curricular opportunities for children.		£ See above	Many children attend sports clubs with waiting lists often long for these. Children learn skills, take part in different games and compete against each other in teams.	Continue to offer multiskills and further sports clubs. Look into increase external providers/community links.
Healthy Me Day	All staff and pupils to be involved in a day of healthy living awareness that includes learning about healthy eating, exercise and mindfulness.	£100	Children aware of how to lead a healthy lifestyle through a variety of activities.	Continue to work with Life Learning subject leader to provide whole school Healthy Me Day.

Raise profile of sport in school.	Weekly sports assembly that highlights sporting events happening in the world. Invite speakers into school to talk and enthuse pupils about the benefits of participating in a variety of sports.	£0 £500	See above Luton Town FC whole school assembly and KS2 workshops delivered promoted inclusion and diversity.	Link with Luton Town FC planned to continue using left over spend/next years premium. Hopefully providing weekly sessions.
Bikeability for Year 4 pupils.	All year 4 children given the opportunity to have training, building road safety awareness and encouraging children to cycle to and from school.	Part of subscription	50 children took part and learnt how to safely ride their bike and encourage cycling as part of leading a healthy lifestyle and active travel to school.	Continue to offer.
Year 4 residential trip.	Year 4 children given the opportunity to go on a residential trip to take part in a variety of outdoor activities as well as build social and emotional skills whilst staying away from home.	£0	81 children attended a 3 day residential taking part in a variety of outdoor activities as well as building on SEMH and independence.	Year 4 residential booked again for Spring 24.

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	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	Sustainability and suggested next steps:

what they need to learn and to consolidate through practice:			changed?:	
Membership of the Redborne Sports Partnership.	Inclusion in Level 1 competition through festivals and transitional events with other schools from Central Bedfordshire. A mixture of competitive and non-competitive festivals for Year 2 and Year 4 children across the year.	£2750	A range of festivals were attended with teams from year 4 and year 2. All year 4 children given the opportunity to attend a festival throughout the year. Two county finals attended – Indoor athletics/Quadkids athletics – resulting in bronze medals in the Quadkids event. School games value gold award achieved through support from the partnership.	Continue membership at core level with partnership.
All children given the chance to compete and earn points for their house group.	Internal sports day run across three afternoons (EYFS, KS1 and KS2). Children take part in a carousel of multiskill activities as well as some taking part in running races following heats in PE lessons. Internal house competitions within year groups.	£0	Children given the opportunity to take part in a circuit of events and with a competitive nature as well as being able to be successful individually. Overall house winner as well as individual points, and children taking part in running races.	Sports day to continue next year – look into more opportunities for inter house competitions.
Transition with Robert Bloomfield Academy.	Year 4 children given the chance to compete with other local schools at events organised by RBA to aid with transition.	£0	Vulnerable children or those with low self-esteem were able to visit their middle school for an extra transition visit and take part in a variety of activities.	Continue with links between local middle schools and build opportunities for transition activities through Sport next year.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	jfarnan

Date:	20/07/23
Governor:	
Date:	