

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



Details with regard to funding

Please complete the table below.

Total amount carried over from 2022/23	£0
Total amount allocated for 2022/23	£19,520 [we spend more than the grant]
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2023/24	£19,520
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£19,520

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

- Currently in the middle of three year plan. Children assessed starting with Year 6 in Autumn term and those who have not achieved swimming standards are sent to swimming lessons. In Spring the same process will start with Year 5 and then Year 4.

<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>	90%
<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>	90%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	90%
<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: 2023/24	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:	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"> Educate children in the value and benefits of a healthy active lifestyle. Ensure our high-quality PE and school sport offer develops competent and confident movers with the aim of inspiring lifelong participation in physical activity. Use active lessons to increase physical activity levels and learning. Develop Active leaders to support active playtimes and support extra-curricular activities. Raise awareness of the best places to take part in sport and physical activity outside of school. Provide opportunities for daily physical activity. 	<ul style="list-style-type: none"> Through PE lessons and sport, ensure our children understand the role of movement in the development of their own physical literacy, fitness and wellbeing. Develop the PE curriculum to ensure lessons link to the multi-skills approach found in our PE policy. Wider range of extracurricular clubs on offer Inc. girls only clubs Built links with local community sports clubs through our SGO. Develop action plan Train sports leaders in preparation for following year in order to start year straight away. 	£2,000	<ul style="list-style-type: none"> Positive attitudes to health and well-being Pupil concentration, commitment, self-esteem and behaviour enhanced Pupils activity at lunch and break increased in duration on new timetable with Sports Leaders in Summer Term % of clubs has improved as a result of additional dodgeball club, additional girls only football club, continuation of gymnastic specialist club Pupil Voice - last year. 	<ul style="list-style-type: none"> Monitor physical activity levels to ensure ALL classes meet the government guidelines of at least 30 minutes a day for each child in school time. Apply for additional funding for development of 'active play' areas and line markings e.g. king ball etc. DC to deliver targeted lunch time sessions and TLAs to be trained to do the same Increase the percentage of pupils who are attending sports related clubs.

<ul style="list-style-type: none"> ● Provide opportunities for all to represent school in sporting opportunities. ● Every child to attend and take part in sports day, being part of a team. ● To increase pupils' activity levels throughout the day. ● Re-launch of 'Active Play' lunch times ensuring all pupils can take part in physical activity varying from supervised active play to inter house competitions 	<ul style="list-style-type: none"> ● Further encourage use of initiatives such as the 'Daily Mile' in ALL year groups at least 3 times a week 			
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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:
				%

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"> ● The schools partnership with the borough will enable the school to host and take part in various activities. ● The PE Lead will develop expertise in the staff team through CPD. ● The Sports Leaders will encourage those less active. ● Clubs will be provided before, during and after school for inter or intra-school fixtures. ● Further opportunities will be provided for vulnerable children. 	<ul style="list-style-type: none"> ● SMSC – Our vision for PE and school sport is developed to reflect contribution to SMSC. ● Continue to develop and use whole school plans and assessment. ● Inter house competitions ● Develop a team of sports leaders ● Use the Sports Leadership awards to support pupils on their leadership pathway. ● Sports leaders to help run and organise the intra-house festivals in the lower school. 	£2,000	<ul style="list-style-type: none"> ● Gaining platinum School games mark for two years in succession. ● Personal development (physical skills, thinking skills, social skills and personal skills). ● Attainment (see Insight PE attainment report) and achievement, behaviour and attendance – pupil voice ● PE physical activity and school sport have a high profile and are celebrated 	<ul style="list-style-type: none"> ● Analyse the positive impact that PE and school sport has on academic achievement, behaviour and safety, attendance, health and wellbeing and SMSC with SLT. ● Further develop cross curricular links in PE lessons. ● New PE lead to review School development plan, Whole school policies/PE policy - Use PE conference to review, evaluate and

<ul style="list-style-type: none"> ● Use PE and sport to enable the development of life skills that are transferred to other curriculum areas, wider school and beyond. ● Use PE teaching to aid fine and gross motor skill development? ● Use sporting role models used to engage and raise achievement? ● Ensure PE and school sport is visible in the school (assemblies, notice boards, school website, local press, pupil reward and recognition of pupils) ● High quality PE lessons delivered during curriculum time. ● To deliver the Sports Leader Programme throughout the school, engaging and facilitating pupils' ability to take responsibility for their learning and delivering of physical activities to the rest of the school. ● School staff better equipped/ more confident to teach PE in school ● Monitoring use of schemes and whole school PE coverage ● Sports leaders develop younger pupils into becoming leaders themselves 	<ul style="list-style-type: none"> ● Sports Ambassadors to run their own club for younger pupils at lunchtimes. ● Help run and record the events for Sports Day and support younger children. ● Current ambassadors/ leaders to also develop future Sports Leaders in preparation for the following year 		<p>across the life of the school – school vision</p> <ul style="list-style-type: none"> ● Children learn to respect and work with each other, exercise self-discipline and act in a safe and sensible manner – pupil voice ● Continued progression of all pupils during curriculum PE lessons – see PE Insight progress and attainment report ● Pupil interviews inform us that pupils enjoy their PE lessons and that pupils enjoy the variety of activities on offer during curriculum PE – pupil voice ● Interhouse competitions raise profile of competitive sport within school. As many children as possible have participated. See registers for the dates of Games lesson. Interhouse competitions held each half term in Games lessons. ● Successful sports day held – ALL pupils able to participate fully ● Results in borough wide competitions are within top 10% each time in a wide range of competitions, being able to compete with private schools and those with four form entry schools. ● See pupil voice below 	<p>plan for the next academic year.</p> <ul style="list-style-type: none"> ● Sports leaders develop younger pupils into becoming leaders themselves on the playground. ● Continue to track pupils' participation levels in all areas of the extra-curricular programme
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
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Intent	Implementation		Impact [2022/23]	
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"> There will be more support/training to help maintain and further develop staff knowledge and skills in key areas of the curriculum. Levels of confidence and high standards will be monitored. A clear framework and assessment criteria will be put in place through PE planning. There will be improved staff confidence when leading all activities. The quality of teaching and learning in PE will be improved through providing a balance and inclusive high-quality sports provision. PE Lead will observe practice and provides individual feedback to staff. 	<ul style="list-style-type: none"> PE Lead to teach every class and take lessons for all year groups across the school. PE curriculum time allocated to all year groups to enable progression. Progress will be reviewed at least half-termly. Update planning overview to ensure a range of sports are taught across the school. Assess the attainment of pupils across the school. Identify classes who have a lower attainment level across the school and provide further support for the pupils and the individual class teacher. Developing a TLA into a designated Sports Coach who supports with the delivery of PE, Games, lunchtime activities, squads and clubs. 	£20,000	<ul style="list-style-type: none"> New PE scheme of work, allows staff to plan effectively and see progression of skills easily via the Get Set 4 Education program. PE Lead supported staff with 1:1 training, which has resulted in increased levels of confidence. Staff have observed PE Lead, which has enabled them to identify their own next steps when teaching PE. PE Lead has observed lessons and provided feedback to staff to increase the quality of provision during PE lessons Continued to review staff confidence half termly and competence in delivering high quality PE and school sport and allocate staff to upcoming CPD opportunities 	<ul style="list-style-type: none"> Staff training to enhance a higher level of Teaching & learning in PE which will benefit staff and children Specialist teacher to deliver half term unit of dance for CPD to support staff Targeted CPD based on staff voice to ensure CPD is provided in specific areas identified by staff themselves as well as PE lead New teachers to receive baseline observation and subject knowledge check to ensure their needs are supported in teaching PE and Games Supporting staff in ensuring wide and rich vocabulary is used in and

			<ul style="list-style-type: none"> • Further 1:1 lesson observations to monitor staff effectiveness and confidence - completed every term • Explore sensory circuits in the provision for SEND pupils – currently in place for Y6 pupils • See pupil voice 	<p>across all areas of the PE curriculum</p> <ul style="list-style-type: none"> • DC to be trained to deliver Sensory Circuits to across the school in liaison with NMu
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
Intent	Implementation		Impact [2022/23]	
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:
<p>Additional achievements:</p> <ul style="list-style-type: none"> • Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, competitions and events. • Continue to offer additional extracurricular opportunities for all pupils to take part in physical activity and sport • Providing additional links to Community Sports Clubs 	<ul style="list-style-type: none"> • Provide opportunities for children with SEND, the least confident and the least active to attend exciting, varied and a new range of activities through the school sport partnership • To keep the website/PE noticeboard up-to-date range of clubs currently on offer (changeable throughout the year) • Children to attend the extracurricular clubs. 	£1,228	<ul style="list-style-type: none"> • See staff voice about Move A Muscle Gymnastics provision that has been provided • Attended more SEN events inc. borough wide pentathlon event and SEN borough sports competition. <i>(Children had the opportunity to attend SEN Swimming gala but there were not enough attendees)</i> • Participation/non-competitive events with the local secondary school and their young leaders 	<ul style="list-style-type: none"> • Further increase opportunities for KS1 children. • Regularly share external clubs to offer our children sporting avenues outside of school.

<ul style="list-style-type: none"> Children participate in festivals/tournaments held through PSP. Increase opportunities for KS1 children Continue to develop relationships with community coaches so a broad and wide range of activities can be offered to all age groups 	<ul style="list-style-type: none"> School to enter children into sporting festivals/ competitions. Links made with coaches and outside clubs tennis/ cricket /rugby/football/hockey Equipment continues to provide opportunities during break and lunchtimes. 		<ul style="list-style-type: none"> See pupil voice 	
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Key indicator 5: Increased participation in competitive sport				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?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> To attend local sports competitions to work alongside and compete against other local schools. All children in year 5/6 given opportunity to compete and represent the school. Pupils from years 1, 2, 3 and 4 all to attend local sport festivals (2 festivals) where they work with and compete against other local schools. Festival give experience 	<ul style="list-style-type: none"> Ensure pupils get opportunity to take part in local competitive leagues, tournaments and festivals. Regular (termly), intra-house sports competitions for pupils across different sports. To develop links with external agencies in the community to ensure more pupils participate in community clubs outside of school 	£1,000	<ul style="list-style-type: none"> All KS2 pupils participated in the intra-house competitions. Year 3, 4, 5 and 6 – 1/3 of each Year Group attended Harlequins Rugby Tournament at The Stoop Festival of Sport organised across the course of a week for all pupils in Year 5 and 6 – 5 different sports tournaments See pupil voice 	<ul style="list-style-type: none"> Record evidence of Sports Day impact for 2023/24 Record participation of children in regional fixtures Reach out to further external providers to widen provision of sport across the school.

<p>of taking part in organised sporting events at a different venue (local secondary school).</p> <ul style="list-style-type: none"> ● Provide opportunities for all children to challenge themselves through both intra and inter school sport where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome. ● Investigate further use of virtual inter house competitions/ children leading own events ● Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events. ● Enter external events to give pupils the opportunity to compete against other schools 	<ul style="list-style-type: none"> ● Engage with partnership coordinators PE coordinators in the Richmond Borough to attend competitions run by the Richmond School Sport Partnership. 			
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Key Achievements to date July 2022

- Gaining platinum School games mark for two years in succession.
- Nov - Borough Tag Rugby Tournament - finished in the final four.
- Nov - Y6 Girls' Borough Tournament - through to plate final
- Link with Quins in the Community - developing resilience.
- Y4 England Team Mascots x3
- Feb Gold in Indoor Athletics Championships and two individual awards.
- April - Swimming - Gold in Boys medley.
- Girls Tag Rugby - Y5/Y6 - Silver
- June - Borough Sports - Best Two form entry school and 4th out of 36 schools. Also best overall boy.
- Staff report that the CPD has helped improve their teaching and learning.
- PE lead reports improvement of teaching and learning

- Pupil voice provides evidence that children value sport and understand benefits