

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 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	£2,016
Total amount allocated for 2021/22	£25,368
How much (if any) do you intend to carry over from this total fund into 2022/23?	£2,016
Total amount allocated for 2022/23	£17,514
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 19,226

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>	86%
<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>	86%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	86%
<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>	Yes/No

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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: 46%
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:
Pupils who have previously been less active, will be able to join in with engaging lunchtime clubs, offered free for all children, but targeted at those less active, to ensure ALL children are getting 30 minutes of physical activity.	Youth Activators to run a club from term 1-3.		£ nil required	Less active children were heavily involved in the lunchtime club. We also saw an increase in children mixing between year groups. The year 5/6 children were particularly helpful at encouraging the younger children to join in. This not only ensured more children were being active but also helped to increase their confidence with sport/games.	Build upon the school sport leaders so that they can help to provide physical games during lunch breaks. Staff in EYFS and KS1 replicate and build on the activities. Continue to use Activators for lunchtime clubs.
Children will be more active through using a wider range of sports equipment during playtimes.	Provide a designated space for children to use the skipping ropes. Provide new ropes/hoops.			Children were showing increased movement during the winter months using the skipping ropes, particularly those less active (do not attend clubs after school etc) Children from all years were playing together to jump rope	Provide children with basketball hoops outdoors at lunchtime in the summer months.

In wet weather, children will be active by using the provision in the outdoor learning area.	Refurbish outdoor learning area, including provision of equipment and storage	£7,750	and were more active than usual when restricted from using the field by the wet conditions. KS1 pupils are spending an increased proportion of their day in less sedentary activities. Activities that were previously completed sitting down indoors are now completed standing up in the outdoor learning area.	
Maintain and promote active travel.	Cycle proficiency training for Y6 pupils. Participated in walk to school week and the sustains walk and wheel.	£201 £75	We saw a slight increase in the number of children travelling to school in an active way. We also found that children that do not live within walking distance would be dropped off further away from school and then continued their journey on foot. This meant that although they did not walk/cycle all the way to school, some of their journey was still active.	Some Y5 and Y6 pupils cycle to school independently: increased proficiency will increase confidence in them continuing to cycle to secondary school.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Percentage of total allocation: 0.01%
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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:

<p>Through exposure to a range of sports and PE activities, children will learn that the school values (courage, resilience, integrity and compassion) are a valuable moral framework that they can transfer to other contexts.</p>	<p>Continue to be a part of and engage with North Oxfordshire School Sports Partnership (NOSSP). Attend inter school competitions. Invite NOSSP from Cooper School to help run intra school competitions and sports events.</p>	<p>£150 coach</p>	<p>Pupils enjoy and engage well in both intra and inter school competitions. Children have started to share their ideas on what other events we could hold that would motivate them. The children are proud of their achievements and enjoy seeing themselves in the newsletter and on the website. This helps to increase participation and motivation. NOSSP coming into our school to run intra competitions was beneficial for their self-belief and confidence. Year 3 and 4 reported that they felt more confident going to the Quadkids festival as they had had time to build upon the skills required with the sports coach.</p>	<p>Participate in more events between select schools (gymnastics, football, netball).</p>
<p>Make explicit the relationship between our learning dispositions (resilience, reciprocity, reflectiveness and resourcefulness) and success in sport and PE. Continue to be a part of and use North Oxfordshire School Sports Partnership (NOSSP).</p>	<p>Remind staff to give out certificates in celebration assembly. Send pictures/information to school office to put in newsletter and school website.</p>		<p>Children are able to extrapolate from, for example, the resilience and repeated practice needed for completing Launton Laps, to the resilience and practice needed for success in learning times tables thoroughly.</p>	<p>Make a PE and sport noticeboard at school to celebrate achievements.</p>
<p>Use the newsletter, school website and a notice board in school to actively celebrate children's sporting achievements.</p>			<p>Children are proud of their achievements. It has helped to encourage and</p>	

			motivate the children to take part in sports both at school and outside of school. Publishing our individual and school achievements on our school website also helps us to communicate with parents. This has also enabled us to achieve a gold in the School Games Mark.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Percentage of total allocation:
0.04%

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:
PE lead will be advised and supported by NOSSP leadership, developing provision across school in line with best practice. Subscription to Get Set 4 PE.	HC attended PE lead meetings, including on engagement for girls in sport and curriculum mapping/assessment.	£201 £550	Action plan drafted for next academic year to ensure equitable use of space on the field and to provide girls with more opportunity to play football.	Girls' football and signposting to outside agencies.
CPD for staff will increase confidence and expertise in areas such as dance and gymnastics.	HC to complete the tennis training (July 2023). Dance CDP offered to all ECTs	Nil cost	ECTs feel more confident in teaching dance and gymnastics. The lessons are well planned and executed due to the teachers understanding more around what dance looks like across the school and what skills children need to learn and practice in order to be successful in this area of physical	More staff to attend swimming training.

			education.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 46%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Children will be able to access a range of after school clubs throughout the year. Continue to signpost children to clubs. Increase the relationship between local sporting clubs.	Provided an OAA -inspired after school club. Provided an athletics club in addition to basketball/ netball, dance and gymnastics, KS1 multiskills, and football Signpost via weekly newsletter.	Funding allocated: £6,565 £150 7x£201 supply	An OAA inspired afterschool club during term 5 saw an increase in children with SEN joining after school sports. Athletics club saw an increase in different children participating in a club who have not attended previously. NOSSP have supported us during the year to help run competitions at school.	

<p>Continue to provide intra school competitions.</p> <p>Provide children with new opportunities including for outdoor adventurous activities.</p> <p>Additional achievements:</p>	<p>Intra comps provided throughout the school year with support from NOSSP.</p> <p>Orienteering and golf during National School Sports Week.</p> <p>Residential visit to Hill End to give children opportunities they may not otherwise have.</p>		<p>The residential visit to Hill End increased the confidence of a group of Year 5 pupils.</p> <p>The whole school took part in national school sports week. This meant that all children were fulfilling their 30 active minutes each day. This not only meant children were spending more time being active, it also helped the school to achieve a gold in the School Games Mark 2023.</p>	
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<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation: 0.03%</p>
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>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Children will develop confidence to compete individually and in teams in competitive sport.</p> <p>Sustain and develop participation in Inter school competitions through the NOSSP partnership and with local schools.</p>	<p>Attend NOSSP meetings.</p> <p>Send Headteacher termly updates on dates of competitions.</p> <p>Ensure these are scheduled throughout the year.</p>	<p>£315 transport</p>	<p>All children across the school have been able to take part in intra school competitions which has increased enjoyment and motivation in many.</p> <p>NOSSP coming to the school to run PE sessions where they could build and practice on specific skills that would be required for</p>	

<p>Continue to offer KS2 opportunity to take part in mixed school competitions.</p> <p>KS1 to take part in school sports.</p>	<p>KS1 to have opportunity to complete an intra competition. To participate in school sports week.</p>	<p>£150</p>	<p>competitive sports helped to boost confidence, motivation and determination.</p> <p>The whole school took part in national school sports week. This meant that all children were fulfilling their 30 active minutes each day. This not only meant children were spending more time being active, it also helped the school to achieve a gold in the School Games Mark 2023. It also allowed opportunity for children to build upon and develop many skills including orienteering, increasing stamina and determination, resilience and showing compassion to others (sports day).</p>	
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Head Teacher:	Ms Jane Paterson
Date:	29.6.23
Subject Leader:	Miss Harriette Cooke
Date:	28.6.23
Governor:	FGB
Date:	5.7.23