

The Primary PE and Sport Premium

Planning, reporting and
evaluating website tool

Updated April 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	£5709
Total amount allocated for 2021/22	£19651
How much (if any) do you intend to carry over from this total fund into 2022/23?	£3131
Total amount allocated for 2022/23	£19659
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023	£22853

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	
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 2020. Please see note above	75%
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	60%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	75%
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

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:£19659	Date Updated:13/07/2023	
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: 61.8%
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:
Internal House based competitions and events	Release time to organise and run annual House competitions across the year including football, hockey, tag rugby, netball, skipping, Tar Barrels, Sports Day and Celebration of Dance		<ul style="list-style-type: none"> House competitions were able to go ahead with a focus on specific key events including football and hockey and cross country running. Sports days for both KS1 and KS2 were successfully carried out as a spectator event (family and friends) this year and were a real sporting highlight to finish the year. Whole school running house competition was a success and needs to be in the calendar again next year. Discussions about the inclusion of KS1 in this event. Year group equipment boxes were adapted and 	<p>Continue running programme of House based competitions leading into Sports Days.</p> <p>Ensure coverage for all year groups to participate across the school year.</p> <p>Release time for PE coordinator to implement competitions and promote participation.</p>

			made available for both Key stages in each playground. The equipment has really supported play and lunchtime daily activity and encouraged children to be active during these times.	
Facilitation of daily playtime and lunchtime activities	<ul style="list-style-type: none"> Train Sports Leaders to run daily activities during break/lunch times. Ensure equipment boxes are replenished and maintained for each playground. Sports leaders have been a success again this year and really supported the provision at break and lunch. Training of sports leaders in school has been supported by Kings training sessions outside of school (Tracy Moran) 	<p>£2360 (equipment)</p> <p>£1250 (new basketball and football posts – KS2 playground)</p>		<p>Continue training for new Sports Leaders and continue links with Kings school to support this.</p> <p>Maintain equipment boxes for each Key stage with a variety of appropriate resources to develop active play.</p>
Provision of targeted physical and sensory interventions	1:1 and small group Ball Therapy, Fun Fit and Sensory Break/Forest School activities to be run and delivered to targeted children across the school.		This has worked really well this year with a minimum of 3 sessions a week being consistently delivered to the targeted children.	Target children for support and provide spaces for these activities to take place.
Provision of whole school swimming	<ul style="list-style-type: none"> Contribute to swimming pool maintenance and additional swimming tutor hours to allow all children to take part in swimming activities from EYFS up to Year 6. All year groups have successfully taken part in a full summer term of swimming sessions. Year 5 children have already 	£3000	<p>Pool maintenance issues have hindered swimming sessions at times due to Fan and heating issues. (look to see if there are other options for pool maintenance teams).</p> <p>New swim teacher has worked well and</p>	<p>Maintain investment in running the pool to allow access for all children to participate in weekly swimming lessons in the summer term. This may be a new provider next year.</p> <p>Continue to work with Jon (new swim teacher this year).</p>

	been identified for extra support next year.			
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:
Increasing participation in sports activities	Children from targeted year groups to attend collapsed curriculum days at Exeter City FC. This was a real success and has been planned for next year		<ul style="list-style-type: none"> Exeter city targeted groups worked well and included some sensory break opportunities and other reward/incentive sessions. Lunchtime sports clubs were targeted at year 1 small groups and year 2 whole class to support improved behaviour of Key stage 1 children. Key Stage 2 Lunchtime activities continued to work well in large playground. CPD (Exeter City) was also targeted at year 1, 3, 4 and 5 this year, which supported new staff with confidence and delivery of key skills. Sports leaders (20) were trained in school and also 	Continue investing in ECFC support to promote sports and wellbeing alongside developing wider staff confidence and skills.
Increasing the profile of sport and physical activity	Key staff to organise and hold promotion and celebration assemblies linked to planned sporting events across the school year - Cycle Hill climb Devon school games success, sports days and Celebration of dance.			Promote and participate in community events aimed at increasing physical activity and healthy attitudes.
Ongoing training and provision of Sports Crew	Key staff to work with Year 6 children to maintain quality activities delivered by the Sports Leaders working alongside Kings lead and ECFC.	£316 (clothing)		Promote Sports Leaders and Play Leaders to enable older children to develop leadership skills while supporting physical participation in the younger children. Continue to work alongside Kings school and Devon school games to promote physical literacy.

			<p>through kings leaders to give them the skills to lead active lunchtime sporting sessions for KS1 and 2.</p> <ul style="list-style-type: none"> At the beginning of the year we were able to liaise with Kings and provide the children with lots of in school sporting events which allowed opportunities for limited whole year group training and the chance for kings staff to work alongside the year 6 pupils ready for next year in high school. 	
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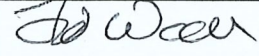
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				14.6%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate 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:
Supporting staff in developing skills and confidence in delivering PE and sports activities (see also Key Indicator 2)	Participate in Exeter City FC Coaching and Mentoring Programme - 72 hours of focused CPD for identified staff	£2850	Exeter city CPD was targeted at specific year groups and allowed us to focus on staff who would benefit most this year.	Maintain investment in ECFC programme of staff development.
Implementation of Real PE programme and further development of this through the whole school (EYFS included)	Supporting all staff to deliver high quality PE sessions through Real PE programme.	£495	RealPE has been much more successful this year and the first full year the staff have been able to teach it. Staff across the whole school have been able to teach a full program of RealPE and children have been much more confident and motivated by the	Continue to follow RealPE.

			approach of working on fundamental skills. This has also work well alongside sports specific sessions in and outdoor.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 8.9%
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Provision of after school clubs to promote sport and physical activity	<p>Key Stage 2 children to be given the opportunity to participate in after school clubs hosted by The King's School:</p> <ul style="list-style-type: none"> • This child can club – each term different children • Girls football including tournament • Rounder's club including tournament • Sports leader training • Rising stars' club (5%) <p>This year we also adapted the kings club to cater for vulnerable and targeted groups within our school and promote being active for these pupils.</p> <p>Exeter City After school football club has run successfully for 2 terms and allowed 60-80 Year 3-6 children to partake in a football club run from an outside agency.</p>	£2000	<ul style="list-style-type: none"> • Extra-curricular activities took a real hit this year and are a priority to get back in the calendar next year. Giving pupils the opportunity to take part in a variety of sports during the school day and after has been a priority for September and something we have started to build back in since the pandemic. • A focus of this has been with kings and the running of 'this girl can' club and focused group clubs. This was very popular in previous years and really helped to motivate and celebrate girls' involvement in sport. • The same can be said for the vulnerable groups and has allowed us to tailor the clubs for these children to 	Seek opportunities to widen the offer of extra-curricular sports clubs and activities

Increased participation of girls in sport	<p>Key Stage 2 girls to be given opportunities to participate in sport and physical activity clubs hosted by The King's School:</p> <ul style="list-style-type: none"> • Cheerleading • This Girl Can Club - autumn • Girls Football club • Dance 		<p>participate when they previously haven't.</p> <ul style="list-style-type: none"> • Sports crew will be closely linked to the above and will also be a priority to be up and running in September as this will give the year 6 pupils the opportunity to be leaders and take part in training as well as supporting other pupils to be active at play and lunchtimes. 	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				14.9%
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Participation in Local Learning Community Sports Partnership in association with The King's School	<p>All year groups to participate in inter-school festivals and tournaments:</p> <ul style="list-style-type: none"> • Cross-country running challenge (Years 3-6) • Year 3 Multi Skills Festival • Year 2 Multi Skills Festival • Year 6 Netball Tournament • Year 5 Sports hall Athletics Tournament • Year 2 Dance • Year 6 Handball • Year 5 Hockey Tournament • Year 4 Tag Rugby Tournament • Year 6 Quad Kids Tournament • Year 4 Quad Kids Athletics Tournament • Year 6 Boys football tournament • Year 6 Girls football followed by a tournament 	<p>£3030</p> <p>£345 travel</p>	<p>Participation in local learning community sporting events has been reintroduced this year and something that took a lot of patience, timetabling and time.</p> <p>Liaising with the kings we were able to run some really good events in school and on most occasions improve levels and numbers of participation especially in whole school running.</p> <p>Adapted and improved Kings events have given all year groups and pupils the opportunity to take part in competitive sporting events at their own level.</p> <p>Whole school participation events included cross country running: multi skills, athletics (sports hall athletics) and other key skills events. These worked really well in school and continued to promote sport for all in our school and gave us events to celebrate and allowed us to continue to promote active participation and being healthy.</p> <p>Kings events were very successful again this year.</p>	Continue supporting and participating in Local Learning Community sports events and festivals including targeting clubs and activities at key groups.

Participation in extra-curricular school events and competitions	<p>Key Stage 2 children to be given opportunities to compete against local schools:</p> <ul style="list-style-type: none"> • Cross-country running challenge (Years 3-6) • Kings club (target groups) • Sports crew training • This child can kings club 		Some of these events and organisation would be good to continue next year but the opportunity for outside competition is something we will be looking to continue in the sporting calendar and look to be more involved in higher tier events.	
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Signed off by	
Head Teacher:	
Date:	19/07/2023
Subject Leader:	
Date:	19/07/2023
Governor:	
Date:	19/07/2023