

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 offers.
- 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.
- 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	£13,008
Total amount allocated for 2021/22	£15,167
How much (if any) do you intend to carry over from this total fund into 2022/23?	£7,121
Total amount allocated for 2022/23	£15,057
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£22,178

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 as we are an infant school
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:	Date Updated:	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer’s guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school			Percentage of total allocation: 47%
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?:
To include children in more active learning and active play.	Staff to make learning as active as possible and use active brain breaks, making it explicit as to why we are needing an active brain break		Children know the importance of physical activity and the importance of brain breaks.
	PE coach and lunchtime play coordinators to encourage and support children becoming more active at play/ lunch	£1,283	Children are more active at play time and lunch play
	Playground equipment to facilitate and encourage active play. Install Canopy for “Exercise Shed” where KS1 pupils enjoy PE whatever the outdoor weather.	£9,500	Children play team games with coaches and other members of staff at lunchtime which has led to more games being played before school and at lunch and breaks.
	Grimsby Town coach for lunch time as part of weekly role	Allocated below	Playground equipment is being used in a range of ways.
			Sustainability and suggested next steps:
			This is all sustainable.
			Purchase more spare kit for reluctant participants
			Physical activity to be used before and after school during wrap around care. Physical activity whatever the weather.

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Key indicator 2: The profile of PE, Sport and Physical Activity (PESSPA) is being raised across the school as a tool for whole school improvement				Percentage of total allocation: 14%
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:
That children are aware of the need to be physically active	Assembly time given to talking about sport and fitness, including key events		Children are aware of key sporting events	Regular place on the school council agenda to take pupil voice regarding PE and physical activity
That children understand why we need to be physically active	Daily Mile is encouraged (running or walking) laps of the playground before school.		Children can discuss why they need to be physically active and where they can add movement into their day in different ways	Invite guests in to speak to the children in assembly or during PE lesson
That children understand that being physically active is fun			Children speak of their own sporting achievements in and out of school	Plan for more involvement and exposure to key sporting events
That children know that being able to swim is a vital life skill	KS1 swimming lessons	£3,020	Water safety incorporated into the swimming sessions.	Children can talk about keeping safe in the water and are becoming confident swimmers.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				0%
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>To ensure that staff are aware of school's vision and intent for PE</p> <p>To ensure that staff are confident in delivering key skills and knowledge in all areas of the subject</p> <p>To ensure that staff are able to use the STEP approach for inclusive lessons</p>	<p>AGH audited needs of the staff across the Federation.</p> <p>AGH to ensure the PE curriculum meets the requirements of the subject intent.</p>		<p>The intent is clear and the curriculum delivers a range of transferable skills</p> <p>Progression of skills is evident through the school</p> <p>Teachers are confident in delivering all lessons</p> <p>Children are becoming more aware of fair play and leadership within their lessons</p>	<p>Invite specialists into school for staff training (especially dance)</p> <p>Staff meeting time given to different sports on the LTP</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				34%
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:
To ensure that staff are confident in delivering key skills and knowledge in all areas of the subject.	Sports coach from GTFC to diversify the range of games and key skills the pupils are exposed to. Outdoor equipment enhanced	£2,700 £4,936	Children are playing a variety of games and use the skills learned in different areas. Pupils are more confident using the gym equipment and the new outdoor exercise machines.	Offer a variety of sports and listen to pupil voice so there is more dance, movement and gymnastics.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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:

To ensure that all children take part in intra-school activity each term.	Competitive sports day with our Junior School	As part of Federation – paid for by Grainthorpe Junior School (minibus + staff)	Children are happier competing and most express enjoyment of taking part in competition	Links made with secondary schools and the infants
To ensure that each child takes part in an inter schools sports competition	Competitive intra school cross country race		Team work has improved in most classes as had a sense of fair play (children can talk about this, but don't always do this independently)	Take part in more intra-schools competitions if funding allows
	Competitive year group activities each term linked to learning.			
	Competitive activity for each year group against other schools. Transport to take children to activities and competitions		The whole school has experienced more sustained access to a sport in order to be able to compete using their transferable skill.	

Signed off by	
Head Teacher:	Amanda Turner
Date:	26.07.23
Subject Leader:	Alex Grundy-Holmes
Date:	26.07.23
Governor:	Michael Gamble
Date:	September 2023