

# 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 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	£17,342.32
Total amount allocated for 2021/22	£17,361.00
How much (if any) do you intend to carry over from this total fund into 2022/23? Ring fenced prior 31 July 22	£34,703.32*
Total amount allocated for 2022/23	£17,200
Total amount carried forward 2023/23. .	£ 5,157.96

## 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. <b>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</b>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</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. Please see note above	95%
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	47%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	100%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> 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:	
<b>Key indicator 1:</b> 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?:	Sustainability and suggested next steps:
Encourage all pupils to take part in the Feet First initiative. Walk, ride or scooter to school.	Badges to be given out in assembly to inspire children to complete their pledge.	£ Free	An increase in the number of children taking part in the initiative.	0% Continue to work with this programme in the next academic year.
Run a twice weekly running club at lunchtime. For Y2-6	Children run 6 laps of the entire field. Equal to one mile.	£Free	Children used this as training for cross country events. There are a core group of children who would complete 2 miles in a session.	0% Do this in the next academic year and tie it in with the 30:30 initiative. Encourage 30 mins outside school recorded in 'exercise' diaries.
Register and train sports leaders in Y5	Raise the profile of playground games. Train Y5 ready for when they are in Y6	£298	On going Older children will engage with younger children to encourage playground games.	1.7% Repeat this in the next academic year, to ensure Y6 children are always trained.
Provide swimming lessons for all in Years 1-6 to increase confidence in water based and self- rescue activities.	High quality swimming lessons to teach the basics of swimming to KS1 and stroke development to KS2.	£2,583	All children more confident in the water, imperative when living in a rural area with lots of streams, ponds and lakes. High proportion of pupils attained the NC swimming standard. All of Y6 took part in self rescue lessons.	15% Next year try 'block' swimming lessons (Every day for a week) to see if this is a more effective way for the children to learn. 23/24 Academic year Continue in 23/24 academic yr

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Make it possible for children to attend the festivals at the William Howard School.	Pupils attended Lacrosse, rounders, rugby, dodgeball, badminton, trampolining and multi-skills festivals.	£Free	Children enjoy the sport in these festivals and mixing with children from other schools.	This will continue as we are part of the William Howard consortium.
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				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:
Offer a broad and well planned PE curriculum to all children within the school.	Use coaches to deliver engaging lessons and CPD to teachers, in a variety of sports and activities throughout the year through the curriculum and chosen sporting activities.	£4462.00	Children are enthusiastic about all aspects of PE, they use the correct terminology when discussing aspects of sport.	26% Teachers more confident to teach high quality PE within lesson time.
Offer a range of sports as clubs, lunchtime and after school to encourage pupils to engage with sports.	Teachers, coaches and volunteers offered a range of sports during sports club. Indoor clubs ran during the winter months. A lunchtime running club took place twice weekly.	£Free	An increased number of pupils attended sports clubs, the indoor clubs in the winter months were oversubscribed. Lunchtime running clubs were especially popular with KS1 children.	Continue with this next year, using coaches to deliver a variety of sports to after school clubs.
Encourage children to enter competitions, festivals and take part in outdoor and adventurous activities.	Enter competitions, facilitate entry to festivals and run outdoor activity residential.		Covered in Sections 4 & 5	
Ensuring all equipment used by the children is safe.	Equipment inspected by a qualified outside agency	£90.00	The equipment is safe to use, and old, damaged equipment replaced.	0.5% This is an annual inspection to ensure the safety of all equipment user

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:
<p>Increase confidence, knowledge and skills of staff teaching PE.</p> <p>Offer CDP to teachers in areas where it would benefit and improve their curriculum knowledge.</p> <p>Staff time to track pupil progress and participation.</p> <p>School should stay up to date with the latest developments in PE.</p>	<p>Teachers to work with coaches to increase their knowledge and confidence in teaching CPD</p> <p>Carlisle United delivered the 'Primary Stars' programme to work closely with a teacher and class both inside and outside the classroom.</p> <p>Time and assistance to be given for teachers to fill in the updated PE tracker.</p> <p>Subject lead to attend the William Howard Consortium and the ACPEN (Active Cumbria PE Network) meetings and remain an active member of these groups</p>	<p>£ Included above</p> <p>£500</p>	<p>Teachers strive to deliver the same standard of engaging lessons as the coaches. CPD for staff to help them plan and deliver all aspects of PE and evaluate their lessons to plan the next steps.</p> <p>In previous years this has worked very well, the teacher has gained knowledge and confidence and the pupils have enjoyed engaging with the coaches in the classroom</p> <p>We are seeing more children taking part in a wider range of sports both within school and outside school hours. Subject lead able to feed back to staff any developments or initiatives.</p> <p>Some meetings over Zoom, others at William Howard School.</p>	<p>Continue this in the 23/24 academic year. Survey to be completed by staff to ensure correct CPD and training is offered.</p> <p>2.9% Continue to do this in the 22/23 academic year as it is of great benefit to the children and teacher.</p> <p>Build in a half termly staff time to allow them to track PE.</p> <p>Ongoing. Apply for the School Games Mark.</p>

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:
Additional achievements:  Wheelchair Basketball.	Make pupils aware of inclusion in sport	£220	Pupils loved playing games in the wheelchairs and noted how versatile and maneuverable they were.	1.3% Repeat this in the next academic year as it is fun and highlights inclusion.
Bouldering Wall in Carlisle. Initially 31 children had a taster session.	Giving the opportunity to try different sports.	£ Transport only	Pupils loved the bouldering wall. We took two teams to a competition, and both made it to the 'Grand Final'. Girls placed 3 <sup>rd</sup> , Boys 4 <sup>th</sup>	Enter the competition in the 23/24 academic year and give another class a taster session
Give pupils a broader experience outside the school setting.	In KS2 at least one of the residential is based on an Outdoor and Adventurous curriculum at an outdoor activity centre.	£ Transport	These residential give the children an opportunity to be independent of their families. They are introduced to a range of outdoor and adventurous activities, it gives pupils the opportunity to learn more about themselves and their peers. It encourages cooperation and team work, Friendships are forged which return to the classroom.	Continue with the residential next year, as not only are they introduced to outdoor and adventurous activities, but develop independence and social skills.

Installed Playdale Adventure Playground	To allow a wider range of adventurous play during and after the school day.	£27,471	Allows children from KS1 and KS2 to partake in adventurous play. Develops independence and assessing risks. Also promotes team work, cooperation and communication between pupils	*This was ring fenced from the 21/22 carry forward.
Total cost of transport for the year.	This includes residential, swimming and all sporting events.	£2910	Enabled children to compete and try different sports	17%

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 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 have the opportunity to take part in competitions.	We ran a whole school Sports Day where every child took part in team and individual events	£ Free	Children and parents were pleased to see the return of the traditional sports day.	Continue into the 23/24 academic year.
Enter a variety of sporting competitions through the William Howard Primary consortium.	Teams entered competitions, where possible two teams were selected to give pupils the opportunity to compete.	Transport only/Free	Many more children this year have taken part in competitive sport this year.	On going
Bouldering Competition, Carlisle	Two teams were entered and both got		Some children who did not know they could boulder were exceptional at it.	Do this again in 23/24



	through to the 'Grand Final'	£ Transport only		
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	