

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 judgement, 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.

Please visit <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools> 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 underspend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment.

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 31 July 2023.



Details with regard to funding

Please complete the table below.

| | |
|--|-------------|
| Total amount carried over from 2022/23 | £637.49 |
| Total amount allocated for 2023/24 | £17,800.00 |
| How much (if any) do you intend to carry over from this total fund into 2024/25? | £0 |
| Total amount allocated for 2023/24 | £17,800.00 |
| Total amount of funding for 2023/24 to be reported on by 31st July 2024 | £ 18,437.49 |

Swimming Data

Please report on your Swimming Data below.

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| <p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section as best you can. 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 2023.</p> <p>Please see note above</p> | 87% |
| <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> | 100% |
| <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: | |
|--|--|--------------------|---|
| Key indicator 1: Increase 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 on what you want the pupils to know and be able to do. What do 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? |
| <p>Follow the WCS comprehensive, progressive PE curriculum</p> <p>Provide challenging lessons and a questioning environment</p> | <p>Updating curriculum to show Real Pe working across the school. Monitor skill/progression use of an assessment tool Observations of teachers with a particular focus on progression of skills and challenge using Real PE program.</p> <p>Online training sessions to empower PE lead to support staff in their delivery of new scheme and for staff</p> <p>Teachers and LSAs to go on swimming courses to upskill them to aid extra teaching and reinforcing of strokes Use outside coaches and teachers inside school/ after school to teach martial arts/ forest school</p> | £ | <p>We had CPD to use assessment tool and practical CPD training in Early years, Y1,3,5</p> <p>Feedback of what we do well and points to work on to make PE lessons fun, challenging and skills progressively learnt and practiced with confidence</p> <p>Pupils accessing improved PE lessons throughout the school including progression of skills and new learning outcomes. Positive feedback and improved skills across all year-groups. Teacher confidence and knowledge improved</p> <p>Provide high quality lessons with more trained staff in groups to support</p> <p>Pupils given the opportunity to experience activities to enhance wellbeing and understand how different types of activity can help with confidence</p> |
| | | | <p>Sustainability and suggested next steps:</p> <p>Ongoing observations, CPD as needed</p> <p>Upskill new teachers and support staff through full staff training with Real PE in the autumn to further embed Real Pe across the school. Gain pupil & staff feedback and annotate and modify plans</p> <p>2 teachers of swimming 4 LSAs level 1 this year</p> <p>Monitor choices of activities chosen, share staff feedback.</p> |

| Key indicator 2: The engagement of all 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 on what you want the pupils to know and be able to do. What do 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 inspire an active generation where all pupils lead healthy and active lifestyles | To be active and healthy – walk to school following WOW using the travel tracker to award badges to children each month that are active walkers Sensory circuits for Send children | £ | Pupils active before school alert and ready to learn | Monitor active walkers |
| Replenish PE equipment | Soft play footballs KS2 boxes circus, throwing, skipping to play and swap boxes during pay and lunch | | To engage stimulate and calm ready for learning | Monitor children, concentration and focus |
| Try to engage more active play KS2 | Ks1 play huff and puff type toys To continue to provide a level of personal challenge in PE lessons that can be practiced at playtime and improved | | Most children accessing activity during play times 2 table tennis tables wanted for playground after reservicing | More structured sessions in free play time. Student voice, sports leaders to share ideas |
| To continue to provide after school sports opportunities as part of our wrap around care offer, looking at provider to coordinate sports4all active play | X country lunchtime club weekly To offer choice and active opportunities in afterschool clubs and half term clubs here at the school Are the children active enough in the day on non PE days? Plan in active breaks upskill teachers with resources to dip into during lessons to make them more active, vigorous and calming exercise routines accessible in the classroom. Delivery resources to all | | Children engaged, show commitment to practice and improve Good amount of pupil participation Increase of pupils attending | Children more confident to have a go Pupil voice of activities to be offered liase with provider/ coaches |

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| Teachers to look at class 'heat map' in a week on less active day -trial move a mile or active breaks | <p>staff. Encourage staff to use move a mile as an easy quick active burst.</p> <p>Playleaders to run games at lunchtime for KS1</p> | | <p>Children more focused and behaviour calmer Those classes trialing Yr3- more frequently reported greater levels of concentration and improved behaviour. Increased activity levels contributed to Active 60 initiative and aids concentration/behaviour.</p> <p>Create more structured activity for all year groups</p> | <p>Planning for active breaks Resources to use and upskill teachers' trial at different times of the day. Reinstate move a mile. And active break activities</p> <p>Gain feedback from pupils and leaders to monitor engagement and success. Train Year 5/6 pupils next year</p> |
|---|--|--|---|--|

| Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
|---|--|--------------------|---|--|
| | | | | % |
| Intent | Implementation | | Impact | |
| Your school focus should be clear on what you want the pupils to know and be able to do. What do 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: |
| Use school newsletter, school dojo & school assemblies to share information about school sport & activity, participation and success, new schemes and initiatives and link to clubs and societies outside the school. | <p>Involve staff and pupils in sharing information, writing reports, and highlighting opportunities. Bring PE more into celebration assemblies and sports pupil awards weekly.</p> <p>Have a Christmas, Easter, holiday sports daily challenge. Introduce a monthly active challenge</p> | £ | <p>More pupils involved in sharing activities inside and outside school. More pupils inspired by achievement and informed of opportunities.</p> <p>Encourage more children to be active In a fun way</p> <p>Whole school celebration of activity and values associated with participation and progress.</p> | <p>Gain and share more feedback of pupil experience with wider community. Include more school values Keep sports board updated with photos. Use social media to let parents know of competitions, festivals, matches and signposts to clubs.</p> <p>Walk to school -competitions and badges Have PE half term challenges set regularly</p> <p>Review sports days and other intra-school events which raise profile of subject across the school. Ks2 wanted a more</p> |
| Celebrate participation and achievement through fully inclusive sports day with greater range of activity House competitions termly KS2 | Purchase medals and stickers for team and individuals as well as awards for teamwork and sportsmanship. | | | |

| | | | | competitive sports day this year. Reward house winners with medals in celebration assemblies Points towards house cup at end of year |
|--|---|--------------------|---|---|
| Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | |
| Intent | Implementation | | Impact | |
| Your school focus should be clear on what you want the pupils to know and be able to do. What do 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: |
| Continue to offer wider range of activities within and outside curriculum to engage more pupils. Focus on pupil premium, SEND and less engaged. | Identify new activities to engage wider range of pupils ie pupil voice. Arranged taster sessions for Hand ball and participated in a mini league signpost clubs inside and outside school Pupils are provided with a wide range of opportunities to participate in intra, inter school competitions and experience sport in wrap around care Sports day, house competitions, Participation in different sports through the Sports Partnership with other schools Ensure staff availability and children identified to attend participation-based festivals and events through the Mandeville SSP e.g. Have Fun Get Fit, multi-skills, cricket etc. | £ | Greater number of pupils accessing wider range of activities ALL children in Years1, 2, 3 and 6 have accessed noncompetitive events with other primary schools. Most Year 4's including less engaged have also accessed noncompetitive events Most pupils across the school participating in numerous varied events individually and in a team All children gaining wider range of skills through participating in competitive environments. Successful inclusive competition within sports | Look at expanding choice further for all age-groups eg. Martial arts, OAA, handball, dodgeball Review success of sports days, house competition in terms of participation and values. Gain feedback from pupils, staff and parents. Continue to access noncompetitive events. Consider use of awards for values and gain more feedback from pupils. |
| Attend non-competitive events to encourage greater participation | | | | |

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| Cross curricular topics | Experience new sports Archery/fencing/handball/ten pin bowling/Ninga warrior | | days and in PE. Teambuilding working with each other- coaching | Y6 summer of fun experiences Partnership offers of handball sessions |
| Ks2 camps away from home | | | | |
| PGL year 5 year3 | Experience new things climbing Raft building Kayaking | | All children gain independence, teamwork, push out of comfort zone and challenge Children gain knowledge of their capabilities and how far they can push them | Parent feedback, Presentations on return and pupil feedback |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|--|--|--------------------|--|--|
| | | | | % |
| Intent | Implementation | | Impact | |
| Your school focus should be clear on what you want the pupils to know and be able to do. What do 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 more opportunities to pupils to attend KS2 inter-school sport | Subscription to Mandeville Schools Sports Partnership Affiliate to AVPAA – x-country event at Ascott house Athletics – Mandeville stadium Affiliation to Aylesbury Vale Football League 1 boys team | £ | Most KS2 children have accessed competitive events, fixtures and festivals across a wide range of activity – athletics/cross country, football, tag rugby, handball, cricket, dodgeball and dance | Continue to offer a wide range of festivals and competitions |
| Engage more girls in Team sports. | Great experiences for pupils Introduce fun competition across KS1 using Real PE learning outcomes and school values. Started a girls football club. Give girls confidence to take part by offering girls only sessions. Celebrate school achievements and participation | | To show how they use their skills in games Confident in their ability to do more things More games with other schools friendlies turning into competition Participating in mixed games | Participate in a mini football festival mixed gender at Berton School and partnership festivals. Continue to develop girls sport by inspiring younger pupils to participate. Use role models inside and outside school. Confidence to enable girls to play |

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| | | | | football at playtimes and be inclusive Year 2 football Fridays Staff as referee |
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| Signed off by | |
| Head Teacher: | Rachel Mobbs |
| Date: | 25/10/24 |
| Subject Leader: | Karen Hunt |
| Date: | 25/10/2024 |
| Governor: | Sam Rider |
| Date: | 25/10/24 |