

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.

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	£0
Total amount allocated for 2021/22	£19,510
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19,460
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£19,460

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. 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	97% (58/60 pupils)
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 2022. Please see note above	97% (58/60 pupils)
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	97% (58/60 pupils)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	97% (58/60 pupils)
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?	<u>Yes/No</u>

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: 42% (£8,069.92)	
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 provide the opportunity for all children to attend an active lunchtime club (on a rota basis).	<ul style="list-style-type: none"> Promote active lunchtimes and break times through the provision of clubs Continue to employ external providers to run lunchtime clubs 	£1,725	All KS2 children to attend an active lunchtime club on a rota basis throughout the year ('Inspiration Tree' and teacher led). Pupils develop their physical activity and transfer those skills into child-led games during playtimes.	Planning gained from the company running the lunchtime sessions in order for staff to lead a similar club in the future. Pupils concentration levels have improved, as well as their self-esteem and behaviors. Pupils engagement in/knowledge of school sport will be retained as they move into future year groups.
All children to be able to meet the minimum swimming requirements of the National Curriculum.	<ul style="list-style-type: none"> Provide Top Up Swimming Lessons for children in Year 5 and 6 who are not meeting the minimum requirement 	£1000	Show an increase in the percentage of children meeting the minimum swimming requirements of the National Curriculum.	Year 6 children who had not met the minimum requirement for swimming attended TOP UP lessons during the summer term.
To identify the least active groups of children and provide additional opportunities for them to access PA, e.g. extra-curricular clubs or Forest School opportunities within the school day.	<ul style="list-style-type: none"> Create a pupil survey to identify those who are the most / least active children. Identified pupils are consulted about the activities offered to suit their interests, for example 'Change4Life' club. Hold a Staff Meeting sharing with teachers the importance of a physically active child and the 	£5,344.92	Pupil survey gives a clear idea of those target children. Those pupils are given the opportunity to increase their physical activity within school and develop their knowledge of a physically active lifestyle. Teachers encourage pupils to be active and are supported to model physical activity behaviours. Teachers provided with information during staff meetings	We will continue to monitor and update our 'Active Pupil' survey's annually. Perhaps gain parent input on this in future years? Active lessons occurring more. Further staff meetings next year to reiterate the importance of active lessons, especially English and Maths 'hot spots' within our school day.

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	<p>benefits that would affect all areas of the curriculum.</p> <ul style="list-style-type: none"> • The school promotes and supports walking and cycling to school and has secure storage facilities for bikes. Likewise, the school promotes activities such as participation in Walk to School Week or Bike to School Week • EYFS children using the balance bikes in the Summer term • Each year group to attend Forest School sessions for at least 1 half term 		<p>about the importance of engaging in physical activities with pupils and how to incorporate physical activity into playtimes / lunchtimes.</p> <p>Pupils have all been engaged in Forest School activities across all year groups</p>	<p>Forest School planning saved for future years from the company used. Staff have attended these sessions and developed their understanding of how to engage with children's physical activity through Forest School planning. Very positive feedback gained from both staff and pupils.</p>
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				<p>Percentage of total allocation:</p> <p>5% (£911)</p>
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>PE, sport and physical activity gives us the opportunity to teach life skills such as cooperation, reliance and responsibility allowing children to develop the skills they require for lifelong learning.</p> <p>PE, sport and physical activity can aid the development of fine and gross motor skill development which link to academic achievement.</p>	<p>Continue to use REAL PE (Jasmine) throughout school. All classes to use either REAL Dance or REAL Gym.</p> <p>To promote the use of Teach Active Resources (English and Maths) by showing teachers the website of ideas</p> <p>Ensure PE, sport and physical activity is visible in the school (assemblies, notice boards, school website, local press, pupil reward and recognition of pupils)</p>	<p>£ £495</p> <p>£416</p>	<p>All classes to have 1x REAL PE Lesson per week – which within the school year will include Gym, Dance or Foundations (EYFS).</p> <p>Lesson observations to show evidence of active learning within the classroom.</p> <p>PE, sport and physical activity have a high profile and are celebrated across the life of the school. It is included in school newsletters, assemblies, social media and local press.</p>	<p>Teachers create MTP's from their interpretation of the REAL lessons online. These document are saved in a central location for future staff to access.</p> <p>There is a clear vision statement that recognises the value and impact of high quality PE, sport and physical activity which pupils and parents understand and have contributed to.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				35% (£6,560)
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:
Through staff development and training the expertise and confidence of all those engaged in the teaching of PE and sport is increased. Continue to deliver 2 hours of high quality PE per week within the curriculum. Questionnaires are used to monitor staff attitudes towards progression in PE	<ul style="list-style-type: none"> Identify staff development needs – staff survey/interviews Employ sports coach to work alongside staff during PE lessons (Sporting Influence). To find out how staff feel about PE and support their specific needs through completing a questionnaire. Those staff feeling less confident teaching PE will get a half term CPD focus on an area of PE weakness - identified through the teacher questionnaire. This is to ensure the children have a much more exhilarating experience of PE. 	£5,220	<p>Timetable showing support given to staff and staff surveys completed.</p> <p>The confidence, knowledge and skills of staff in teaching PE, sport and physical activity have increased. However more of this will need to continue next academic year, with further lesson observations being carried out by the PE Lead.</p> <p>Teacher feedback/evaluation following CPD in school with Sporting influence.</p>	<p>Sporting Influence have worked with all classes and teachers across the school this year. The coaches are highly rated by staff and pupils alike. Staff have identified key areas in which they feel that they need additional support – this can range from ideas for warm –up activities, to the teaching of skills relating to particular sports.</p> <p>Focus for next year will be on providing training to those who have moved year groups or new members of staff and ensuring the subject lead undertakes lesson observations across the different year groups to monitor.</p>
PE Subject Leader to plan, monitor and report impact of spending on pupils.	<ul style="list-style-type: none"> Provide opportunities for staff to attend PE courses/training events and cover for PE Subject Leader to plan and monitor the impact of Sports Funding 	£1,340	<p>Feedback from courses attended during Staff meetings.</p> <p>Staff have a better understanding of what the PE curriculum should look like in our school and our focus on high quality teaching and being an active school with the aim of 60 active minutes per day.</p>	<p>Staff are more confident in their teaching and leadership roles to effectively move the subject forward and ensure all pupils have access to high quality PE learning to become life-long physically literate.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 6% (£967)
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:
Circus skills workshop (Spring Term-Y2)	Booking specialist company to lead an interactive and engaging workshop to inspire pupils for the rest of their half termly PE targets	£160	Skills taught as an inspiring starter to the topic for the half term, therefore enabling all pupils to be suitably motivated with physical activity. Pupils to showcase their progression / talents in circus skills to parents at the end of the half term. These skills were transferrable to many other areas of the PE curriculum.	School has purchased all the necessary equipment and the lesson documentation has been filed to ensure this could be delivered by teachers in the future. The 'WOW' feature of witnessing a professional complete the skills was invaluable in inspiring the pupils with these unusual activities and aided physical activity in Y2.
Continue to inspire pupils with new sports, either within curriculum PE time or during extra-curricular clubs/activities.	Purchases of the following items: <ul style="list-style-type: none"> • Cosy bridge • Table tennis bats • Table tennis balls • Archery set 	£657	Pupils have engaged in different sports or the purchase of further resources has allowed more pupils to access the sport simultaneously, therefore ensuring maximum active levels are achieved within lesson time.	Resources can be used in future years to enhance our wider PE provision within school.
Training for children in First Aid whilst doing sport (Summer Term -Y6's)	Chn received first aid training with a focus on what to do if there was an injury during a sporting activity.	£150	All pupils took part in the workshop and completed basic CPR training, as well as how to deal with a variety of potentially sports related injuries. Chn feel more confident in knowing what to do in an emergency and how to help others. This allows for more confident, active children with the life long skills of understanding first aid treatments.	Chn have learnt life skills which will support their knowledge throughout life as an active member of society.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 8% (£1650)
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>Raise the profile of Intra Competitions within school.</p> <p>Maintain a varied and full inter competition calendar with children attending events organised by Wells School Sports Partnership.</p>	<p>Sports Crew to organise and run termly Intra Competitions for children in Key Stage 2 from Spring term 2023</p> <p>Membership of Well School Sports Partnership and attend some of their competitive sport events across the year (whether they be 'engage', 'develop' or 'compete')</p>	£1400	<p>Evidence of more Intra Competitions taking place within school – to develop further with the Sports Crew next year.</p> <p>Whole school tracker showing participation of children in competitions in order to target as many pupils as possible each year.</p> <p>Overview of competitions entered. The competitions have allowed children to build confidence and knowledge as well as develop physical competence, helping children to thrive and grow in competitive situations for football, cricket and dodgeball.</p>	To continue to introduce the school house system into sporting events through more intra competitions, ensuring all pupils have the chance to participate in a competition; whether focusing on personal bests or of a more competitive nature. The aim is to ensure pupils motivation, competence and confidence is at the center of any competition held. The focus will continue to be on the process rather than the outcome.
Increase the number of children taking part in external inter competitions.	<p>To provide an opportunity for all pupils to have represented the school and to develop a system to monitor participation.</p> <p>Provide cover for staff to attend competitions which take place during the school day</p>	£250	<p>Pupils are very keen to take part in competitions (however not all have been able to attend this year). More competitions will be arranged next year, even if we create more intra competitions using the House system for points.</p> <p>In addition, we have a link now between us and Western Primary School and friendly fixtures for Y6 have occurred this</p>	<p>Year 3-6 have all had the opportunity provided to attend at least 1 competition throughout the year. The aim is that we can attend even more sporting events next academic year through the SGO / Sporting Influence competitions.</p> <p>We hope to attend more next academic year, with a focus on 'personal bests'.</p>

			<p>year on our multi-sports pitch. Similarly, the Y5/6 pupils in the summer term have attended cricket lessons being taught by HGS's Sport Leaders on a bi-weekly basis. The Y5/6 Sports day was hosted by Rossett High School, providing more links with schools in the local area.</p> <p>Selected pupils in Y3 experienced an intervention group provided by HTFC in the Spring term to support English work through football-based activities.</p>	
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Head Teacher:	Mrs C Penhale
Date:	July 2023
Subject Leader:	Mrs J Wood
Date:	July 2023
	Money carried over into 2023-24: £1,303