

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	£0
Total amount allocated for 2021/22	£16000
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£16000
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£16000

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</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>	All learners have been working towards meeting the NC expectations
<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 2022.</p> <p>Please see note above</p>	60%
<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>	40%
<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>	Yes/ No Additional Swimming funds were used to support year 4, 5 and 7 who have

	missed out on swimming the previous year due to Covid.-
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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: 16000	Date Updated: 12/7/23	
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: %
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>(A) Ensure that all learners are accessing sport and physical exercise during the school day within lessons and addition time in the playground</p> <p>(B) Set up, promote and implement a break and lunch time activity list that enables children to practice basic running, jumping and throwing skills and be more active during lunchtimes.</p> <p>(C) Set up – healthy and active school incentive to react to the government push to increase physical activity and healthy choices in school.</p> <p>(D) Baseline fitness testing will be completed at the start and the end of the year. Students will encourage each other and aim to improve their fitness levels to enjoy feeling healthy.</p>	<p>(A) GO to have students tell staff what interests they have in terms of physical activity and sports.</p> <p>(B) CS/TT to organise equipment to be used daily for each year group and provide staffing and resources encourage maximum participation in physical activity. Start Autumn 2 term.</p> <p>(C) Promotion of healthy ways to live and get around. Staff to highlight this in line with supporting the climate and living healthy, active lifestyles.</p> <p>(D) Fitness information to be collected Dec 22 and July 23. Aims promoted to classes to encourage further fitness as part of weekly PE lessons.</p>	<p>£250</p> <p>£50</p> <p>£0</p> <p>£500</p>	<p>(A) Students have been able to access a range of physical and sporting activities at break and lunch times. Making them active throughout the day and improved attitude to learning.</p> <p>(B) Activity choices for students are produced daily. This can be used to monitor those who are frequently accessing physical activity and those who are regularly missing out on vital physical activity.</p> <p>(C) CWR has been monitoring the impact of what has been delivered within the curriculum and links to climate and healthy living.</p> <p>(D) Awaiting the final fitness measurements for the summer. Looking for an improvement of 75%</p>	<p>Monitor impact and use by classes for future challenges. Involve Student council to have a Sports section in their meeting and pupils in setting future challenges</p> <p>(B) Class sheets sent out with individual challenges for students to achieve physical activity goals for their week. Top performing students will be rewarded with stickers and the percentages of children involved recorded.</p> <p>(C) Data could be collated on the daily step count or minutes that the students are on the move. From this the winning class could be rewarded at the end of academic year.</p>

			of students to have increased or sustained fitness levels in the tests this academic year.	(D) More open and wider shared fitness and health measurements are taken with the purchase of the new equipment.
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:
<p>(A) Embed termly activity/competition and ensure a write up of the activity is completed for good work, the information is on the newsletter and parents are called through positive phone calls home. With the aim to raise the profile of sport in the school by promoting a sporting culture and fair play among pupils and encourage participation in different sports.</p> <p>(B) To encourage students to be Mini Sports Leaders to increase physical activity levels of pupils across the school and developing Y6 pupil confidence and leadership skills.</p> <p>(C) School Padlet is used to display information on sporting activities. Good work emails are used to celebrate achievements in sport to raise the profile of PE and Sport to pupils, parents and visitors</p> <p>(D) A section in school that is dedicated</p>	<p>(A) AG/CWR/TT to organise and develop a sporting competitions calendar. Provide opportunities for all to take part and successfully showcase the sporting culture of the school.</p> <p>Minimum 2022-23 Calendar: Autumn 2 – Swimming gala Spring 1 – Fitness testing Spring 2 – Football Summer 1 – Dodgeball/Varsity Summer 2 – Sports day</p> <p>(B) CS/TT to set up Y6 Mini-Leaders at lunchtimes to encourage students participation and encourage them to develop confidence in socially working as a year group to organise themselves into teams.</p> <p>(C) TT/AG/CWR to update Padlet with focus on physical activities and sports fixtures – factoring the key information for forthcoming competitions information.</p>	<p>£1000</p> <p>£</p> <p>£</p>	<p>(A) Students are able to transfer sports skills, teamwork, determination, and resilience to different sports.</p> <p>Students can use skills and tactics learnt in lessons and also apply their thinking, emotional and physical learning across to different sports.</p> <p>(B) Review Mini Leader activities with Y6 students to see what improvements could be made for next year.</p> <p>Students are now more able to explain, describe and understand their learning in P.E. lessons.</p> <p>Mini leaders have been able to participate in competitions representing school.</p> <p>(C) Sports activities and fixtures have been visible and discussed in</p>	<p>(A) To develop more internal activities each term. Also look at external competitions are look to organizing as Trust wide sports calendar aimed at SEND students</p> <p>(B) Mini Leaders are to be given an official role and training to be delivered by TT/CS. Additionally, Mini Leaders are to have a rota to follow and purchase new caps or bibs for Mini-Leaders to show who is leading the playground activity.</p> <p>(C) Padlet is replaced by Planner and a notice board within PE and Primary library to highlight the planned activities for that term.</p> <p>(D) Ensure that parents are more aware of how their child has been doing within sport and exercise. Sharing positives with them is vital in maintaining support in the future.</p>

to sports and sports reports, photos, and future events. A dedicated section of the newsletter used to raise the profile of sport.	(D) CWR to find suitable location for Sporting noticeboard, e.g. Dining room or library	£250	advanced with staff and students . Clear information on participation and targets to access them have been set by the staff team organizing them.	(E) Student council to provide more suggestions to the PE lead to get the students voice heard and further improve the schools sporting curriculum
(E) to include a sports section in the student council meeting to give students a more active role on what they want to do sports wise.	Revised way of showing sports reports and pictures with staff and home. A section on the school website page is being looked at.		(D) Provide accessible and visible information on the school calendar for Sports Competitions, Sports activities and experiences are promoted and visible to school community via good work emails.	(F) Have a preplanned and focused intervention to document and tackle students highlighted as concern by the PE staff.
(F) To develop a well-developed focus of health and fitness through physical activity.	(E) Student Council to take a more active role in school this year and take ideas from and feedback to classes. (LR).	£0	(E) Some of the student council meetings have included sports items as an agenda which led to Netball and golf being included in the curriculum this year.	(G) We now have a range of equipment and facilities. There will be the need for replacing equipment but the focus now should be to spread the opportunities visit sporting venues and rewards trips rather than buying more equipment
(G) To refresh, replace and develop the resources of PE equipment in KS2 and across the school with a focus on raising the quality of teaching, engagement of the children and improving the balance, agility, co-ordination and strength of pupils through using the improved resources.	<ul style="list-style-type: none"> • Carry out pupil survey. • Seek ideas for sports events. • Report on sports events and create a termly newsletter. 		(F) Regular updates on health and wellbeing has been used in the school to start to challenge highlighted students with health related exercise.	
(H) To improve the quality of outdoor playground opportunities for students in order to encourage more physically active play.	(F) To use staff knowledge of health and wellbeing to buy the right equipment to develop fitness and tackle national health issues early in our school.	£250		(H) To develop the back of the sports hall into a useable basketball area would give PE an additional safe usable space.
To guide and facilitate pupils in a wider range of playground activities.	(G) Closely linked to providing quality CPD in the use of all the equipment, new equipment to be purchased and installed with a push and promotion on developing core strength, balance, coordination.	£1500	(G) The intended impact of the equipment is to allow students to access physical activity that they feel safe and secure doing. The students have a new found love for the gym and the range of activities they can do in the gym.	
	KS2 purchases to include improvement of organisation, storage racks and access to equipment to support use in lessons.		(H) Pupils more engaged in physical activity during break and lunchtimes.	
	Photos of equipment in situ to be taken to support teacher/pupil use.		Teachers on duty notice more focused play and fewer problems.	

	<p>(H) To allow students the opportunity to play a range of activities at lunchtime as they will select the activities that they are interested in.</p> <p>Staff are to support with physical activity as it will encourage the students to take part.</p>	£400	Students are more motivated to use equipment correctly and see sport, physical activity as fun	
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>(A) Whole school audit of staff needs and replacement of sports equipment.</p> <p>(B) Implement clear requirements in the expectation, planning, teaching and assessment of PE teaching at Millgate School.</p> <p>To utilize a range of areas and methods to improve/support our staff confidence and development of knowledge and understanding in teaching high quality PE lessons.</p> <p>(C) To create/implement a new and clear PE Policy and Vision for the school so that standards are clearly communicated and understood for the delivery of lessons.</p> <p>(D) To deepen staff knowledge and understanding of the scheme of work for PE.</p> <p>(E) To develop staff capability to support and teach swimming to impact on ability of children who can swim and meet national criteria by the end of Y6.</p>	<p>(A) PE Leads to audit resources/equipment Oct/Nov 22. Staff CPD/Skills/interests and needs audit – Nov/Dec 2022 and May 2023 to review progress.</p> <p>(B) During the year 2022-23 – Staff will have access to development time and Faculty time where PE Leads to model lessons to improve the delivery of PE and develop quality teaching of PE.</p> <p>TT/CS to utilize the SCIITT training for Primary PE teaching and to feedback to PE Staff.</p> <p>PE leads to create PE on a Page reference sheet for 'High Quality PE lessons' and example of annotated lesson plans to support teaching of PE.</p> <p>Trial the use of PE assessment sheet from December 22 – with main focus on pupil learning but also feedback from the teacher CPD and other requirements. Feedback from staff in June/July 23.</p> <p>Staff to seek out specific training that they need for the curriculum and share with other PE staff.</p> <p>(C) P.E. leads to finalise new</p>	<p>£0</p> <p>£0</p> <p>£0</p>	<p>(A) Staff confidence is reflected in staff skills/CPD audit in Oct/Nov 23 and subsequent years.</p> <p>(B) Feedback from staff/children show increased confidence and engagement. Head, Heart, Hands learning is embedded in PE lessons.</p> <p>Evidence of quality first PE lessons to be observed in teaching, leading to clear assessment of PE beginning across year groups.</p> <p>Audit of pupils to reflect clear learning intentions and continued enjoyment and positivity towards PE lessons and sport in Millgate School.</p> <p>Assessment process for PE beginning to be embedded</p> <p>(C) Teachers confidently using scheme and units to teach and assess PE skills. Students can articulate their PE learning journey in lessons and to visitors.</p> <p>(D) Equipment purchased for curriculum to ensure good quality resources – audit shows that all necessary equipment for our Millgate Curriculum lessons is available. TT/CS have given advice to support staff in lesson delivery and changes to</p>	<p>(A) AG to ensure that he is monitoring the needs of the Staff and any future CPD that is required to further develop staff knowledge and curriculum support</p> <p>(B) Staff to enable students to use the Head, Heart and Hands assessment independently and it becomes second nature to students to self and peer assess with clear use of oracy</p> <p>Staff observations in QA will evidence that assessment is an area of strength within the PE department.</p> <p>(C) Staff are continually developing and refining the department's curriculum plans based on need and ability of both the staff and students.</p> <p>(D) Staff are to ensure that the equipment purchased is now looked after and used within lessons to enable the best lesson delivery possible.</p> <p>(E) TA's are used more effective within the lessons and allow students to progress within swimming lessons</p>
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	<p>curriculum map and progression of skills/ladders – Autumn 2, 2022.</p> <p>GO/CWR to collate all PE curriculum on TEAM's making sure that a clear vision for PE is linked to new curriculum map.</p> <p>(D) All PE staff are to become familiar with the KS2 NC and have Faculty meetings with the discussion of the ability of the students and our curriculum content through lesson plans. TT and CS to advice on current schemes and offer opinions for further improvement.</p> <p>(E) Teachers and Teaching Assistants to attend swim teaching course in Autumn and Spring terms at Evington Leisure Centre to have safe practice in Swimming.</p> <p>GO to completed all swimming risk assessment in Autumn 1 and monitor as required through the year.</p>	<p>£0</p> <p>£150</p>	<p>support learners best.</p> <p>(E) Teachers and TA's able to assist Primary group swimmers in the pool to allow students to make more progress and become safe, proficient swimmers.</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:
<p>(A) To give students the opportunity to try new sports. E.g. yoga, Frisbee, golf, rugby and basketball</p> <p>Provide opportunities to try different activities & motivate children who are less enthused by traditional sports.</p> <p>(B) To develop students ability to control emotional responses through boxercise and physical activity in the gym</p> <p>(C) To introduce dance, table tennis, netball and golf into the curriculum and develop students skills, co-ordination and interest in these activities.</p> <p>(D) Take part in a range of competitions for students to enjoy participating in throughout the year.</p> <p>To motivate different groups of students from different year groups.</p> <p>Promote sporting culture and fair play among students and encourage participation in different sports.</p>	<p>(A) AG to use contacts to book in yoga, Zumba to book taster sessions for a range of activities Each year group will experience a new sport as they move up through the school.</p> <p>(B) GO to work with SS to understand how best to bring boxercise into school.</p> <p>PE Staff to work with identified students to help monitor and support students with boxing intervention to help with emotional responses.</p> <p>PE Staff to explore Boxercise CPD in the new academic year.</p> <p>(C) PE department to have added the selected activities to the curriculum to gain an interest from the students after the last student voice.</p> <p>To allow the increase in girls within the school the opportunity to take part in activities that they have requested and provide them the</p>	<p>£500</p> <p>£0</p> <p>£500</p>	<p>(A) Taster sports booked during the year have been successful. However, they are expensive to maintain. We have decided to explore cpd or having further taster sessions next year.</p> <p>All physical activities have motivated and engaged all pupils to participate and enjoy being physically active and trying something new.</p> <p>(B) Boxercise has been successful so far with all age groups taking to the pad and punch bags for them to release some frustration and exercise to calm them down.</p> <p>(C) Netball and golf have successfully been added to the curriculum and have shown a good response by the students.</p> <p>Dance has also had a positive uptake but still needs some work on developing it further with the specialist teacher.</p>	<p>(A) Taster sessions to be planned that each year group get to sample 3 different sports/activities over the year which represent the time of the year.</p> <p>(B) All PE staff are trained in Boxercise and have a series of intervention lessons planned out to match that of the curriculum. Upgraded equipment to be brought to further increase the safety of students by having more suitable equipment</p> <p>(C) To start to develop the game of netball and introduce the students to some competitive matches inside and outside of the school to develop confidence</p> <p>(D) Set up - Football lunchtime club for boys and girls and use the contacts for the LSSC for competitions to motivate pupils. Continue with Netball after-</p>

	<p>equipment that they need to prepare for competition against other schools.</p> <p>To use girls club as a way of having more opportunity to access netball practice in school to develop students interest in the sport leading to it being in lessons, clubs and during break and lunchtimes as an activity.</p> <p>(D) TT/CWR to book a range of competitions and festivals for the academic year 2022-23 to provide opportunities for children from all year groups to participate.</p> <p>TT/CWR arrange of events. Examples used this year so far, Football Swimming Dance Dodgeball Tag Rugby Varsity Athletics (Sports Day)</p>	£150	<p>(D) More students are experiencing physical activity and representing the school in competitions. We have seen a development in team work and supportive attitudes in school and against other schools. Our learners are now competing against their mainstream peers in competitions.</p>	school club and enter a league competition next year.
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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	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	Sustainability and suggested next steps:

what they need to learn and to consolidate through practice:			changed?:	
<p>To develop an increase the range and type of sporting and physical opportunities for learners inside and outside of the school day</p> <p>(A) Termly competitions occur and information is published on the school calendar to raise the profile of sport. Promote sporting culture and fair play among pupils and encourage participation in different sports. (As per Key Indicator 2 – point A)</p> <p>(B) Book a range of competitions for different pupils to take part in and represent their school. (As per Key Indicator 4 – point D)</p>	<p>Provide students with their first experience of taking part in a school sport competition</p> <p>To develop our schools reputation in the local area to compete with their mainstream peers and hold their own and show pride in their achievements</p>	<p>£ As above</p> <p>£ School Affiliation package £250</p>		

Signed off by	
Head Teacher:	S Marsh
Date:	14/7/23
Subject Leader:	G O'Reilly
Date:	14/7/23
Governor:	
Date:	