

# The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

Kings Academy College Park Junior

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](http://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. The funding **should** be spent by 31<sup>st</sup> July but the DfE has stated that there will be **no clawback** of any unspent money so this can be carried forward into 2023/24.

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<sup>st</sup> 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   | £20000   |
| How much (if any) do you intend to carry over from this total fund into 2022/23?                       | £0       |
| Total amount allocated for 2022/23   | £20,000  |
| Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023. | £ 19,754 |

## Swimming Data

Please report on your Swimming Data below.

|   |     |
|---|-----|
| Meeting national curriculum requirements for swimming and water safety.<br><br>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.<br><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> | 25% |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?<br><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 2023.<br>Please see note above  | 25% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?<br>Please see note above  | 25% |
| <b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>  | 48% |
| 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?   | 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: 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</b>                                     |  |                       |  | Percentage of total allocation:<br>%  |   |
| 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:   |                       | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps:  |   |
| 1. Extend the range of physical activity at lunchtimes and playtimes (through activities, coaching & resourcing) to engage more pupils in sustained physical activity so that they are physically healthy, which will impact on mental well-being and capacity to learn. | <ul style="list-style-type: none"> <li>• Zuko Sports Company to plan and deliver lunchtime sports coaching sessions for all year groups 5 days a week.</li> <li>• Lunchtime staff to supervise and participate where appropriate, so that they are up-skilled and they are setting an example to children.</li> <li>• PE manager to gather feedback from pupils and staff regarding impact on learning during afternoons and progress made in skills development.</li> </ul> |                       | £8325  | <p>Pupils show enjoyment in Sports sessions, particularly enjoying the range of activities that they experience. They are all able to talk about what they have got better at over time, and how this exercise is contributing to their health and wellbeing.</p> <p>This activity helps the school to provide the full 2 hours quality PE and Sport in addition to the regular PE lessons.</p> <p>Teachers comment on the increased skills demonstrated by children, but full impact over time not measured.</p> | Children enjoy working with Zuko Sports. We will continue to offer ch the opportunity to work with ZUKO sports next year. |

| <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:   |
|---|---|--------------------|--|---|
|   |   |                    |  | %   |
| <b>Intent</b>   | <b>Implementation</b>   |                    | <b>Impact</b>  |   |
| 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:  |
| 1. To actively encourage pupils to take on leadership roles to improve physical activity during Breaktime/ lunchtimes. (Active Play Buddies)                | To continue to develop active play leaders for each year group to support the engagement of all children.             | £3000              | Children to support and develop multi sports skills and foster enjoyment of activity.            | Continue to offer children the opportunity to nurture and develop confidence and skills with their peers. |
| 2. To develop children's engagement in physical activity through Scootability (y4) and bikeability (y6)   | Organisation of 'Scootability' and 'bikeability'; for Year 4 and y6 children, so that they can take part in sessions. | £600               | Children to develop their road awareness, and safety, ready to use when they are outside school. | Continue to offer these sessions to promote safe road awareness for all children.                         |

| <b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>  |  |                    |  | Percentage of total allocation:          |
|---|--|--------------------|--|--|
|   |  |                    |  | %  |
| <b>Intent</b>   | <b>Implementation</b>  |                    | <b>Impact</b>  |  |
| 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>1. To train staff in dance and gymnastics.</p> <p>2. To promote the Mental Health and Wellbeing of children across the school.</p>                              | <p>Explore training opportunities for teachers in dance and gymnastics so teachers will be confident and skilled teaching dance and gymnastic lessons.</p> <p>Promote Mental and Well-Being of children across the whole school through a 'Hello Yellow Day' 'Mental Health and Well-being Week' (9<sup>th</sup>-15<sup>th</sup> May) where children will develop strategies and take part in Yoga to also develop their fitness, this will also be shared in the newsletter.</p> | <p>£900</p>               | <p>Y6 staff and ch enjoyed working with 'Funk format' to experience creative, energetic enjoyable workshops.</p> <p>Children will be able to better manage their emotions through both verbal and physical strategies.</p> | <p>Offer the dance workshops to new y6 staff and children next year.</p> |
| <p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>  |   |                           |  | <p>Percentage of total allocation:</p>                                   |
| <p><b>Intent</b></p>   | <p><b>Implementation</b></p>  |                           | <p><b>Impact</b></p>   |  |
| <p>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:</p> | <p>Make sure your actions to achieve are linked to your intentions:</p>   | <p>Funding allocated:</p> | <p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>  | <p>Sustainability and suggested next steps:</p>                          |
| <p>Additional achievements:</p> <p>To explore purchasing a multi use games area to develop additional sports opportunities.</p>                                    | <p>Quotes to be requested by Dec 22</p> <p>Purchased March 2023</p>   | <p>£6379</p>              | <p>Children have enjoyed the experience of using a flexible, designated area for development of their sporting skills encouraging monitored team activities for all children.</p>  | <p>Explore costs for astro turf surfacing within the SMOOGA</p>          |

| 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:    |
| Increase participation of all pupils in competitive sport by entering into more sports competitions within school and local area                            | Sports Day including track co-ordinator at local sports facility | £750               | Ch had the opportunity to compete against their peers in a different sporting environment. The feedback from the children was that they really enjoyed having this opportunity encouraging a love of sport. | PE manager to explore venues for next year. |

|                 |                           |
|-----------------|---------------------------|
| Signed off by   |                           |
| Head Teacher:   | R Carlyle                 |
| Date:           | 30.7.23                   |
| Subject Leader: | K Hynes-Kelly and J Clark |
| Date:           | 28-07-2023                |
| Governor:       | Paul williams             |
| Date:           | 30.7.23                   |