

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 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 31st 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 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	£19,800
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19,610
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£19,610

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>	
<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>	<p>82%</p> <p>(51/62)</p>
<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>	<p>50%</p> <p>(31/62)</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>89%</p>
<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>	<p>Yes/No</p>

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Key achievements to date

Introduction of Fun and Fitness.

Fun and Fitness is a whole school initiative which aims to provide 10 minutes of structured physical activity (between 1-1:10pm), daily for every child in the school. A timetable was constructed based on pupil voice undertaken. Year groups have been grouped together to support in the building of relationships and development of teamwork and cooperation skills.

A great success has been 'Tunes Tuesday'. On a Tuesday, all children complete a dance related activity.

Physical Activity Leaders and Monitors

The successful implementation of Fun and Fitness was made possible by to the new 'Physical Activity Leaders and Monitors'. Children in years 5 and 6 were trained to deliver sessions either as part of Fun and Fitness, to a larger group of children or, small group activities in the playground.

ERPSSA Leagues

This academic year, St Anne's entered the year 6 girls and boys football leagues, as well as the year 6 mixed gender netball league. We partook in many fixtures, both at home and away.

Clubs

A variety of clubs have been offered both free and paid. All children in the school have been offered the opportunity to partake in a free sports lunchtime club. As part of this provision, a dance club was offered which has not been previously. The club was led by a dance specialist from PSD coaching. For KS1, the club was at full capacity with 30 children attending weekly. The specialist also lead a club after school.

Sports Day

This year, sports day did not just involve track events. Instead, a circuit was offered in which children partook three track events as well as six field events. This included activities related to throwing and jumping.

Healthy Living Week

Again, this year, the children partook in 'Healthy Living Week' which was another great success. The children learned how to keep their body and mind healthy through undertaking different activities led by external providers, consolidated in class by teachers. A big success was the climbing wall which years 3-6 were able to experience.

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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: £19,610		Date Updated: 17/07/2023	
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: 42.94%
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:
Provide half-an-hour lunchtime sport clubs for every year group (except reception) on a half-termly basis. This is intended to provide an opportunity for all children to: attend a physically active school club regardless of their financial status; increase time spent being physically active outside of curriculum time and allow children to experience a range of different sports.	<ul style="list-style-type: none"> - Pupil voice to establish which activities the children would like to partake in - Once activities have been selected, timetable to be sent to parents, informing them of activities and how to book - Rotate year groups each half term to ensure every child in year 1-6 is provided the opportunity to attend - Take a register to monitor attendance 	£4357.52	Many children (and parents) took up the opportunity to attend a club. In particular, in 6E, 25 out of 32 children attended a lunchtime club. The children who attended the club, across the school, stated that: “I liked hockey because I had not done it before” “I liked basketball because it helps me connect with other kids” “I liked doing football with Mr Selley because he was a professional player and he taught me new things”		<ul style="list-style-type: none"> - Free lunchtime clubs are to be offered again next year. However, rather than offering clubs for one year group for a whole half term, one club for each year group is to be offered each week. The focus of the club will be changed each half term to allow children to experience a range of physical activities. - Parents are to sign children up to clubs electronically. - Registers are to be taken and reviewed.
Provide ‘ Extra PE sessions ’ to targeted children based on observations and assessments undertaken by the PE coach	<ul style="list-style-type: none"> - Review data each half term - PE coordinator and PE coach to meet half-termly to discuss the focus group and which 	£2100	Below lists data reviewed following ‘Extra PE’ interventions based upon improving skills and knowledge:		<ul style="list-style-type: none"> - Next year, every child will be provided an additional PE session with a focus on developing fundamentals.

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<p>supported by the class teacher. Sessions will be forty-five minutes long. Two sessions will take place on a Tuesday afternoon. The focus of groups will vary to meet the needs of the children at St Anne’s including: those who are not physically active; children who are working below the expected standard or on the cusp of being greater depth; children who have behavioral difficulties; and children who lack confidence in PE lessons. Regardless of the focus, the session aims to develop the children physically, as well as socially and emotionally.</p>	<ul style="list-style-type: none"> - children will attend - Data to be reviewed after children have attended the intervention to monitor impact 		<p>Year 1 : 4/5 children selected from year one achieved GDS at the end of the academic year. Year 2: 4/5 children selected from year two achieved GDS at the end of the year. Year 3: 4/8 children selected achieved EXS after previously achieving WTS at the end of year 2. Year 4: 5 children who were assessed as at risk of working below at the end of year three were assessed as working at the expected standard at the end of year four. The following is a quote from a child who attended a 1:1 intervention to improve ability to work as part of a team: ‘Mr Molyneaux helped me control my anger’. When asked why this was important, the child stated ‘it means I can play kindly with others and am allowed to do football’</p>	<ul style="list-style-type: none"> - PE coach will continue to build positive relationships with children, helping improve ability to partake in sports safely. Such relationships will be built in lesson as well as at lunchtime.
<p>Children in year 5 and 6 are to nominate themselves for the roles of: Physical Activity Leader or Physical Activity Monitor. Those who are leaders will be taught how to deliver timetabled sessions to two year groups. This will be titled Fun and Fitness and will allow all children to partake in 10 minutes of structured physical activity, every day. Those who are monitors will be taught how to deliver small group activities during lunchtime.</p>	<ul style="list-style-type: none"> - Pupil voice to construct a timetable for Fun and Fitness - Host a training session teaching ‘leaders’ how to run sessions - Host a training session teaching ‘monitors’ how to set up small group activities - Change school bell to ensure it goes at 1pm, marking the start of ‘Fun and Fitness’ - PE coordinator to lead an assembly introducing Fun and Fitness 	<p>£165</p>	<p>Every child has had the opportunity to participate in 10 minutes of structured physical activity, daily from Easter until the end of the academic year (except when extreme weather has prohibited ability to exercise). The children have reported: “I am better at stretches” “I have learned the steps for line dancing” “I had fun playing ultimate tag” “I became better at dancing because I learned so much on Tunes Tuesday” “I enjoyed exercising with younger children – it made me feel like I am part of a community”</p> <p>Many children took up the opportunity to</p>	<ul style="list-style-type: none"> - Next academic year, Fun and Fitness will begin from September and will be implemented every day from 1:00pm – 1:10pm. If the weather does not allow the children to be outside or, if it is too hot to exercise, the children are to complete the 10 minutes in class following guided videos. Monitors in year 6 are to be ‘retrained’ and new monitors are to be enrolled and trained.

<p>Introduce a dance club for years 1 – 6 at lunchtime (free) and afterschool, allowing access to a club not offered previously.</p> <p>Maintain outdoor gym equipment to ensure equipment is accessible and safe to use for all children.</p>	<ul style="list-style-type: none"> - Meet with dance provider to discuss vision for dance - Advertise clubs to parents <p>PE coordinator to speak with business manager about booking maintenance</p>	<p>£1400</p> <p>£397.44</p>	<p>attend the club. In particular, in the Autumn term, KS1 lunchtime dance club was at full capacity with 30 children attending. Children who attended reported: ‘I liked dance because I learned how to express myself’ ‘I liked learning different dances to different music’ ‘I learned about balance’</p> <p>Gym equipment is used daily. A rota has been put in place, allowing each year group to have the equipment one day a week.</p> <p>No reported behavioural or physical incidents relating to the use of equipment. This highlighted how the children shared, cooperating with one another.</p>	<ul style="list-style-type: none"> - Continue to offer a dance club next year and allow the children to showcase their learning and compete where possible. - Continue to maintain equipment to ensure accessibility. - Continue rota next academic year, ensuring all children have a fair chance. - Implement fortnightly challenges related to the use of equipment, encouraging the children to work towards a goal (i.e. how many arm presses can you do in one minute)
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:
9.70%

Intent	Implementation		Impact	
<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>Physical activity is to be used as a vehicle to engage and raise achievement in the core subjects of maths and English through the purchasing of a Teach Active membership.</p>	<ul style="list-style-type: none"> - Class teachers are to be provided access to the schools log in details to enable easy access to lesson plans and associated resources. - Class teachers are to be 	<p>£975</p>	<p>Across the school, the number of physically active English and maths lessons has increased because of the membership. Children reported that they now understand that you can exercise, at school, outside of PE lessons and break/lunch times: “I did not</p>	<p>Although we will not be using the scheme next academic year, Teachers are to use knowledge gained from the scheme when planning.</p>

<p>Recognise the display of 'sporting values' in PE lessons within our whole-school celebration assembly.</p>	<p>encouraged to use teach active lesson plans and resources as an active means to teach curriculum content.</p> <ul style="list-style-type: none"> - PE coach is to select a child each PE lesson who has displayed traits of the selected value. This child will become the 'PE Super Star' for the week. The child will have their name written on a classroom board as well as read out in the weekly 'Friday Celebration Assembly' where they will be awarded a sticker. 	<p>£9.06</p>	<p>realise I was exercising but, I was."</p> <p>Pupil voice shows that children are able to explain how to show PE values in PE lessons.</p> <p>Statements include:</p> <p>"I show respect by saying well done to the other team"</p> <p>"I showed respect by listening to Mr Molyneaux."</p> <p>"I preserved when I found it hard to hit the target and then, I did it"</p> <p>"I showed teamwork by working with my team to get the ball into the hoop. We had to communicate."</p> <p>"I always give my best effort in PE lessons"</p> <p>"I played fairly because I followed the rules and did not foul"</p> <p>Also, pupil voice has shown, children have a greater awareness of the similarities and differences between PE lessons and classroom-based lessons in regards to behaviour and conduct.</p> <p>Statements include:</p> <p>"In PE I have to listen to Mr Molyneaux like I listen to you (Miss Green) in class"</p> <p>"I show the values in every lesson"</p> <p>"I know that PE is outside but, I know I am still learning so, I must listen and try my best"</p>	<p>Incorporate school values with existing sports values so that children are aware how to display all desired values of the school. The PE teacher will use PE Ipad during lessons, awarding dojo's related to values. Star Pupil will be selected based on display of the schools value.</p>
<p>Ensure lessons and clubs are well resources by completing a stock take and purchasing equipment required.</p>	<ul style="list-style-type: none"> - Complete a stock take and review equipment needed - Speak with club leaders and PE coach about resources needed 	<p>£918.90</p>	<p>Regular stock takes have allowed the school to ensure lessons and clubs are well resourced.</p>	<p>Reintroduce equipment monitors to organise resources and be in charge of resources used at lunchtime.</p>

	- Place an order			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				0.31%
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:
Send the PE coordinator on a PE course , allowing them to develop an understanding of the effective delivery of the curriculum and how to prepare for a potential Ofsted Deep Dive.	<ul style="list-style-type: none"> - PE coordinator is to select a course which will address gaps in knowledge, understanding and confidence. - PE coordinator will attend and actively participate in the course. During the course, the coordinator will take notes. - After the course, the coordinator will review notes and form into actions which are to be added to the action plan. Actions should then be addressed over the rest of the academic year and those to follow. - Notes should also be shared with the wider staffing team, to increase their knowledge and understanding. 	£60	PE coordinator has a better understanding of the expectations of the role of PE lead. PE coordinator has reviewed assessment at St Anne's and has created a new means to assess to be implemented in September.	PE coordinator to implement new method for assessment to ensure data is easily accessible and is in different forms, allowing planning to be altered to suit the needs of the children.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				40.87%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
<p>Encourage children to adopt a healthy lifestyle by hosting 'Healthy Living Week'. Throughout the week, the children will learn how to safeguard their physical and mental health and wellbeing as well as be provided the opportunity to experience different sports not offered at our school.</p>	<ul style="list-style-type: none"> - PE coordinator is to discuss with PSHE coordinator - A variety of activities are to be booked which the children have largely not experienced before 	<p>£2420</p>	<p>Children were able to experience activities, at school which they have not experienced before. This included: golf, a climbing wall, athletics and a mental health session. Children commented that: 'I loved the climbing wall. At first, I was not confident but then, I was because my friends helped me. I have asked my mum to take me rock climbing in the summer. It was fun'. Learning was also brought into the classroom. Teachers discussed the importance of living a healthy life, supporting the PSHE curriculum. Learning was shared in PSHE floor books.</p>	<p>Host another Healthy Living Week next year and ensure information is sent out related to sports trialed so that children are aware of clubs in the wider community.</p>
<p>Continue to integrate dance into the curriculum by providing sessions for all year groups.</p>	<ul style="list-style-type: none"> - PE coordinator to meet with PSD coaching - PE coordinator to create a timetable 	<p>£1800</p>	<p>All pupils completed dance sessions. Children in lower years, attended multiple sessions throughout the year. Children reported that they learned new skills as a result of the session including: "how to balance", "the different types of dance" and "how to use movement to show ideas".</p> <p>The children reported that: "I learned how to be light on my feet so I can move to reach the ball"</p>	<p>Continue to offer dance club next academic year. Look into possibilities for the dance club to showcase learning to the wider school community such as at the summer fair.</p> <p>The table only arrived in the final</p>

<p>Purchase a table tennis table which children can use at break and lunchtimes enabling them to develop their skill set in a sport not taught in the curriculum.</p>	<ul style="list-style-type: none"> - Research table tennis providers - Purchase a table which will fit the space required - Purchase associated equipment 	<p>£795</p>	<p>“I liked playing with different people who I do not normally play with”</p>	<p>weeks of the Summer term. Therefore, it will be ensured that a timetable is distributed from the beginning of the academic year to ensure all year groups can experience the sport. Set up lunchtime competitions within year groups ran by year 5 and 6 leaders.</p>
<p>Offer a wider variety of clubs to increase likelihood of appealing to more children’s interests and therefore, increasing participation.</p>	<ul style="list-style-type: none"> - Pupil voice to establish wants of the children - Contact with providers to book clubs - Half termly review of clubs timetable and changes implemented when required 	<p>£3,000</p>	<p>The following clubs were offered this academic year: Boys football Girls football Netball Dodgeball Cricket Rounders Multisports Fun and Fitness Tennis Gymnastics Judo Dance Athletics</p> <p>This is in addition to a range of other clubs offered during our lunchtime programme including basketball and hockey.</p> <p>This ensured that a variety of different sports were available for children to participate in.</p> <p>The children appreciated the range offered as shown through the below comments: ‘I like that I can do lots of different sports’ ‘I go to two clubs, dance and netball.</p>	<p>Continue to offer a variety of sports during after school clubs as well as free lunchtime clubs. Complete a pupil voice to ensure the needs and wants of the children are addressed as far as possible.</p>

			They are different but both fun'. Parents also appreciated the discounted cost offered which supported them in encouraging their children to participate in a range of actives and develop their understanding of what it means to lead a healthy, active lifestyle.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5.97%
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:
PE coordinator and site manager to complete a minibus course to enable teams to be transported to events and fixtures, allowing them to experience competitive sports.	<ul style="list-style-type: none"> - PE coordinator to liaise with business manager about booking course - PE coordinator and site manager to attend course to ensure safe driving of the mini bus - Once course has been attempted, PE coordinator and site manager are to utilise access to mini bus, transporting children safely to fixtures. 	£100 (£50 for each person to attend)	<p>Children in year 6 (and some year fives) have been able to attend away fixtures, travelling as a team. This has allowed time together to discuss tactics and build relationships. This academic year, the year 5/6's were entered into the netball league which did not occur the year previous. This allowed the children to complete 6 matches. The year previous, the team only completed a tournament.</p> <p>The boys team completed 11 matches. 5 of which were away. The girls team completed 5 matches. Both teams fulfilled the matches required as part of the ERPPSA league. Again, this was different to</p>	St Anne's are to continue hiring a minibus from the local secondary school to ensure future teams are able to attend away fixtures.

<p>Participate in the ERPSSA year 6 girls and boys football leagues, year 6 mixed gender netball leagues and attend events. Through participation, children will be provided the opportunity to experience competition, developing personally as well as physically.</p>	<ul style="list-style-type: none"> - PE coordinator is to sign up to leagues - PE coordinator and PE coach are to establish teams. Teams are to include all year 6s that attend football or netball clubs, ensuring all children have the opportunity to participate and reap associated benefits. 	<p>£150 (membership fee)</p>	<p>the year previous who only completed tournaments.</p> <p>The year 6's completed the girl's football, boy's football and mixed gender netball leagues in both Autumn and Spring term. Although not winning any leagues, the children enhanced their skills, developing their understanding of how to play in a competitive situation. They also dealt better with both winning and losing, knowing the importance of always showing the traits of respect and kindness.</p>	<ul style="list-style-type: none"> - Enter leagues again next year. - Enter festivals, events and organise friendlies for other year groups, allowing them to experience competitive situations.
<p>To allow children to participate in events as aforementioned, PE coaches timetable must be cleared to allow him to attend fixtures with the children, providing coaching.</p>	<ul style="list-style-type: none"> - Communicate with PSD coaching about booking cover for PE coach, allowing coach to attend fixtures. 	<p>£400</p>	<p>PE coach or club provider was able to attend all fixtures with the team. This benefitted the children as coaching could be provided. One child commented: "Mr Selley helped me in my match because he told me the tactics I needed to get a goal"</p>	<p>A new club for teams will be created next year. The attendees of the club will be those representing the school. Therefore, there should be less need to cover clubs as the PE coordinator will attempt to book fixtures on the date of the club as far as possible. However, if not possible, coach is to attend, as has occurred this year.</p>
<p>Purchase a new kit to ensure children have a sense of 'pride' and 'being part of a team' when attending fixtures.</p>	<ul style="list-style-type: none"> - PE coordinator is to design a kit which represents the school and is suitable for the children who attend the school. 	<p>£26.26 (remainder of fee after using uniform credits)</p>	<p>Pupils say they feel proud to wear the new kit. Current kit will become exclusively the football kit.</p>	<p>Children are to be responsible for their kit for the season and are to sign a form stating so. This will ensure that the kit is looked after.</p>
<p>Attend District Sports, providing some</p>	<ul style="list-style-type: none"> - PE coordinator to book district sports 	<p>£495</p>	<p>St Anne's came 10th out of 17 schools at district sports with 251 points. Last</p>	<p>As the PE coordinator had not previously attended district sports, they are now aware of the</p>

<p>children in KS2 an opportunity to compete in athletics events.</p>	<ul style="list-style-type: none"> - PE coach to select children to attend and distribute letters - PE coordinator to book coach which is able to transport the team to and from the event. 		<p>year, St Anne's achieved 248 points. Highlights included: Winning the year 3 girls' standing long jump, coming 2nd in year 5 boys' ball throw and year 5 boys' sprint, 3rd in year 5 girls' ball throw, year 6 girls' ball throw and 6 girls' sprint and finally, 4th in year 6 boys' sprint. The children reported that: "I enjoyed the day because I liked racing other schools and celebrating them and my friends."</p>	<p>set up of the day and preparation which will support the team including practicing events in the weeks leading up to the event.</p>
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Signed off by	
Head Teacher:	L. Harris
Date:	21/07/2023
Subject Leader:	H. Green
Date:	21/07/2023
Governor:	S. Whelan
Date:	21/07/23