

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	£37600.00
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17770.00
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 17,435.00

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety. <i>Improve water confidence, safety and swimming ability for our pupils in Year 4. Year 6 attended swimming to support end of Year KS 2 assessments x 5 - Aldridge High school and swimming instructor booked.</i> <i>The children have had sessions in school on water safety. The children have participated in lessons and dry land practise. Understanding in this area is high.</i></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. 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? 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. Please see note above</p>	69%
<p>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</p>	38%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	97%
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?	Yes/No

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> ✓ School made good use of additional specialist access to sports in 2022 2023 (Bryan Small lunchtime physical activities, Becky Evans- Y6 programme, Dan Streetly (Tennis); Pupil feedback is very positive & impact on P.E. data can be seen. ✓ Increased support for staff/opportunities for children to build on wellbeing via event days, e.g. Olympic Gymnast visited school 25th January 2023. £1076 raised to use for sports equipment. ✓ Increased access to/support in sports for all children as a result of differing activities made available, tailored to their needs as well as those of others, e.g. use of playtimes for increased physical activity. Staff targeted using this equipment and planned activities - to increase physical activity - see Pupil Voice Summer 2023. ✓ School recognition locally in extending our participation across a wide range of sports, recognition of participation in competitions, Streetly Partnership ✓ BS now delivers PE in Year 1 & Year 4 as PPA cover. This has ensured children are experiencing high quality PE in teaching and learning in the year groups and ensure obvious progression is evident. 	<ul style="list-style-type: none"> ➤ To support children's physical and mental well-being, improved levels of concentration as well as physical fitness in lesson time and break time. Continue to monitor Physical activity; use break times, extra adults and PE lessons to increase movement during these sessions. Continue to monitor the amount of movement in a PE lesson - ensuring there is constant physical activity where heart rates increase. ➤ Children continued to be engaged in high quality play/regular activity throughout morning and lunchtime breaks to increase: mental wellbeing, pupil aerobic activity, team building and communication; balance, co-ordination and core strength; skill, tactic and to encourage pupils to independently design and build. Bryan Small to continue to deliver lunchtime provision to encourage physical activity. This is to be rotated across all year groups during academic year with the children experiencing different multi sports. ➤ Leadership skills developed by introducing play leaders. ➤ Children more readily choosing to be active with parents. ➤ Swimming teaching as part of sessions in PE curriculum using the pop up pool facility. Monitor impact of this on ability, confidence, wellbeing through data and pupil voice. Increase % of outcome at KS 2 swimming assessments. ➤ Lead on a healthy eating week. ➤ PE lead to be fully aware of whole school overview of training needs and analysis including lunch time supervisors. ➤ PE lead teacher continue to support the staff in ensuring that PE lessons are high quality; monitoring the teaching and learning, and assessment of PE using the new assessment criteria - HHH statements (AFPE)

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: 17,770		Date Updated: July 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: 52%
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:
<ul style="list-style-type: none"> ➤ To continue to ensure physical activity is built into SMA's breakfast/ASC club/nurture groups (BE). Opportunities to encourage these pupils to get involved in more daily activities. ➤ Continue to encourage greater Physical Activity in our children, to empower children to make positive healthy lifestyle choices. 	<p>Both before and after school club staff plan opportunities which increased physical activity.</p> <p>BE supports groups of children – works on improving wellbeing and mental health through boxing activities and sand play</p> <p>SLT have provided resources which support these opportunities.</p> <p>Weekly walks around the local area as part of the wellbeing time in class is timetabled for all year groups in KS 1 and KS 2.</p> <p>Monitoring of healthy choices in snacks have been encouraged by SLT. Lunch times offer salad pots with school council making this suggestion.</p>		£3435 – BE	<p>Definite increase in levels of physical activity seen during these session times. OFSTED 2023 – indicated how the children in breakfast club participated in these activities with comments made in feedback “children involved themselves with the movement activity with enthusiasm and enjoyment.” Children obviously enjoy these times supporting positive well being and mental health.</p> <p>Activity levels increased daily. Develop positive attitudes towards health and fitness, and develop social and emotional well-being through physical activity. Readiness to learn following physical activity. Children's resilience and independence increased through physical activity. Recognising, re-establishing and following rules to ensure groups</p>	<p>Ensure good quality resources are available for the children during these sessions. Coaches continue to support the children at these points in the day- breakfast, lunch and after school clubs.</p> <p>Continue to improve children's physical and mental well-being, improved levels of concentration as well as physical fitness through more opportunists in class times to be physically active – Purchase online resources to support staff to plan and resources.</p> <p>Continue to sustain the differing choice of equipment, monitor the</p>

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<ul style="list-style-type: none"> ➤ Continue to timetable extended playtime in order to engage pupils in daily physical activity. ➤ Review playtime equipment / pupil voice on what other resources may support physical activity at playtimes. ➤ Provision of before/after school sporting clubs for children. Offer alternative after school clubs to extend physical activity. Encourage other members of staff to support this (after school clubs - physical activities). 	<p>Extended playtimes continued with equipment purchased for each year group. Opportunities for children to play on the large equipment.</p> <p>Pupil voice indicated that the children enjoyed the different equipment provided to play during the extended break times. Monies have been spent to ensure good quality, interesting and alternative equipment is available. Lunch time equipment laid out on the playground ready for the children have enhanced physical activity. Playground markings have supported children in their movement breaks and playtimes. Pupil voice indicates that the children like the new equipment.</p> <p>Sport clubs - Netball, Football have been organized across the year. Attendance to the Streetly Hub Competitions have occurred. Alternative clubs such as street dance, have been sourced from outside companies to provide the younger children with an opportunities to extend their experiences. High attendance from KS1 children was evident for this after school club.</p>	<p>£2800 - playground markings</p> <p>£2400- playground equipment</p> <p>£300 - ASC funding</p>	<p>maintain co-operation. Increased creativity in making their own games up. Children use the playground markings to encourage physical activity during lesson/break times.</p> <p>Where sporting clubs (netball, football, dance) was scheduled After school club PP and vulnerable children attended free of charge. This was also the same for tennis in the mornings for PP and vulnerable children.</p>	<p>wheelbarrows with equipment in to ensure high quality resources.</p> <p>Further enhance the lunch time activities - what resources can be used to ensure movement - play leaders and equipment to be purchased. Leadership skills developed by introducing play leaders. Children more readily choose to be active with parents.</p> <p>Opportunities for a multi-functional space to be built to increase activity and support different types of play - basketball, handball, tennis?</p> <p>Multi sports activities as part of lunchtime to be led by sports coach - engaging children in high energy activities, developing skills in all games and extending opportunities for children to play different games.</p>
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<p>➤ 2 x 1 hour PE Sessions using sequential planning and KKO's to support skills.</p>	<p>Progressive KKO's across the year groups and school have been developed, a new PE overview and a different way to assess the children in PE lessons has been implemented.</p>		<p>Staff can teach high quality PE lessons which teach skills through different sports - the children experience alternative sports within the games range, opportunities to enhance their physical fitness and enjoy PE lessons.</p>	<p>Continue to monitor the amount of movement in a PE lesson - ensuring there is constant physical activity where heart rates increase. Enable staff to be able to offer and teach a wide range of sport within PE sessions with improved confidence. To build on year on year. Pupil fitness and fundamental movement skills developed and improved through extended provision Tracking of groups of children participating in physical activity to continue to increase across the day.</p>
<p>➤ Opportunities throughout the year to engage in additional physical activities which are fun and used to reward and encourage positive attitudes to learning</p>	<p>Children will continue to associate physical activity with fun Children will continue to engage in fun physical activities of at least 20 minutes or more daily during playtimes Event day - Team GB athlete. Children will take part, raise sponsorship funds to support Team GB athletes and also towards sporting equipment for SMA.</p>	<p>£300 - Athlete day costings</p>	<p>Ensure there is a link between emotional resilience and self-belief and self-challenge, through sports activities for children, in line with our School development Plan. More vulnerable children and groups- who are engaging in physical activity as a result of the opportunities they are receiving has increased. Increased number of less active children and PP children participating in extra-curricular clubs/competitions/events in school.</p>	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				16%
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>➤ Continue to highlight the importance of a healthy lifestyle, including both diet and regular exercise.</p> <p>Continue to deliver an Outdoor & Adventurous curriculum to support pupils' emotional well-being and build on their resilience, confidence, collaborative skills and teamwork</p>	<p>SLT to support School Council who make healthy lifestyle choices high on the agenda - with lunch time watches across the year and rewards for the healthiest class.</p> <p>Pupils will demonstrate team work, critical thinking, resilience and collaboration through outdoor activities; Woodland trip/Alton Castle/Autumn 1 PE lessons for KS2. Evaluate the effectiveness, along with evidence of skills transferred to other areas of school life. Pupil voice evaluated pupils' wellbeing - See July 2023 Pupil voice feedback on wellbeing and mental health.</p>	<p>£</p> <p>£1415 - Woodlands</p>	<p>Children are becoming more aware of healthy choices with 100 calorie snacks been brought in for tuck from home after sharing the Government initiative - "Good choice" badge. Salad pots introduced on the hatch to encourage more intake of our 5 a day. Achieved the Food for life award - bronze.</p> <p>Observe children improving and refining teamwork, communication and problem solving skills. Evidence increased of listening skills.</p>	<p>Embed practices to sustain a healthy lifestyle.</p> <p>Continue to involve school council in being sustainable in healthy living choices and lifestyle. Lead on a healthy eating week.</p> <p>Continue to plan and promote these opportunities and experiences for all classes. Extend the opportunity for Year 5 to go to Woodlands moving forward.</p>
<p>➤ Promote and encourage awareness of the impact of a positive mind set through physical activity, extended playtimes and well being times timetables throughout the week. Skills, via targeted activities during P.E and wellbeing time support, enhance and embed good practice and</p>	<p>Acquire and improve skills, which will be monitored via termly assessments via Head, Hand, Heart school physical activity assessments completed termly.</p>		<p>All children across KS1 and KS 2 demonstrate an excellent awareness of positive wellbeing and mental health, They understand the factors which contribute to having a good outlook. They are aware of the contribution SMA makes to support the children in their wellbeing and mental health.</p>	<p>Continue to provide the expertise of external coaches to support the children in specific PE sports. Continue to widen the opportunities for the children to experience other sports.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				18%
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>➤ Release time and specialist provision for staff to attend and co-ordinate a variety of sporting fixtures. Travel costs for participation in a variety of inter school sporting competitions and events across the year.</p>	<p>Cover for sporting fixtures where class teachers attend have been organised and for coaches to attend.</p> <p>Spending includes: BS for Curriculum Support for small groups of identified children only.</p>	<p>£190 x 4 - AS cover = £760</p> <p>£300 - transport costs</p> <p>£2000- BS</p>	<p>A wider group of children (supported by Streetly Partnership's initiative of inspire, engage, compete), had greater opportunity to participate in inter school competitions after school and during school, as a result of paid travel expenses through school budget.</p> <p>Team participation impacted greatly on self-belief, esteem, camaraderie and sporting prowess; it also impacted on competitive spirit and the desire to be a team player.</p> <p>School staff were released to organise and coach children for these events, providing good role models in how to behave, how to be competitive and how to win /lose graciously- an area we continue to target as part of our British values and respect for others.</p> <p>School staff supported children to compete to the best of their ability linking personal bests and achievement to personal success.</p> <p>Staff training both in theory and</p>	

<ul style="list-style-type: none"> ➤ Provide all relevant staff /stake holders with professional development, mentoring, training and resources to help them ensure confidence and teach PE and sport more effectively to all pupils, ➤ Continue to improve the progress and attainment of all pupils through teachers confidently delivering high quality P.E and sport. 	<p>Qualified sports coaches to work alongside teachers to team teach- enhance or extend current opportunities. Team teaching opportunities increased.</p> <p>Staff confident to deliver quality sporting opportunities. Mid-day supervisors to work co- operatively with children during lunchtimes. Governors to liaise with lead PE teacher to discuss action plan.</p> <p>Staff deliver high quality P.E and sport as well as support the PE lead teacher in the strategic planning, implementation and assessment of curriculum P.E.</p>		<p>practical sessions has increased staff confidence and knowledge of teaching P.E.</p> <p>CPD provided by sports specialists has also improved knowledge and skills of staff when teaching PE</p> <p>Pupil voice is positive. It celebrates success and pupil voice is valued -it offers an insight into the journey of P.E. at SMA.</p> <p>Children taking part in lessons are confidently delivered by staff due to increased knowledge and awareness of what a good PE lesson looks like. Staff attended CPD session on curriculum PE</p> <p>All stakeholders are well informed - OFSTED ready.</p> <p>Effectively achieved; the PE action plan was RAG rated with the majority highlighted green, aspects which were not achieved have been moved on to 2023/2024 action plan.</p> <p>Staff engagement in assessment and in events is high. The place of pupil voice is high on the agenda and evidence of the success is due to the time facilitated for updates and communication in PE to staff/governors as well as via the</p>	<p>PE lead to be fully aware of whole school overview of training needs and analysis including lunch time supervisors. Continue to liaise with governors.</p> <p>PE lead teacher continue to support the staff in ensuring that PE lessons are high quality; monitoring the teaching and learning, and assessment of PE using the new assessment criteria - HHH statements (AFPE) Time provided to pay for staff to be out of class.</p>
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<ul style="list-style-type: none"> ➤ P.E. curriculum page to offer a central reference point to support and help staff with planning, knowledge of skills, use of key vocabulary and assessment 	<p>Webpage is updated and reviewed by ES ensuring that information is relevant and current.</p> <p>Key knowledge Organisers for all areas of PE have been improved for all year groups to increase subject knowledge and inspire children</p>		<p>website.</p>	<p>Evaluate the use of the KKOS in PE and encourage staff to see them more as a teaching tool and not just as information.</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation: 14%</p>
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>Additional achievements:</p> <ul style="list-style-type: none"> ➤ Year 6 attended swimming sessions to support the end of KS 2 assessments and water safety. ➤ use minibus/taxis to travel to external events run by CSSP - throughout the year; Cross country, Netball tournaments, football tournaments 	<p>Year 6 attended swimming at Aldridge High school with Aqualympic swimming company teaching x 5 sessions.</p>	<p>£75 x 1 session (5 sessions) = £375</p> <p>£1500 - swimming costs</p>	<p>Accurate assessments evidenced. Opportunities for the Year 6 children to practise the different strokes and demonstrate their water safety. Raising attainment in swimming to meet requirements of the National Curriculum before the end of Key Stage.</p> <p>Children were able to experience a competitive situation; developing resilience, confidence, improving attitudes to winning and losing</p>	<p>On-site swimming pool to be brought in so that KS 1 & KS2 children can be introduced to swimming and develop the knowledge of how to be safe around water, every year</p>

<p>➤ Internal House competitions held with new format being trialed</p>	<p>Identified which competitions to attend in 2022/2023</p>		<p>Increased participation of physical activity in sporting events.</p>	<p>Provide more opportunities for inter school competitions – what could this look like?</p>
<p>➤ Run clubs; netball, football, cross-country, dance</p>	<p>Plan and support staff in the implementation of running the sports days. Ensure all equipment is safe and ready to use. Whole school sports day (see above). Monitor the attendance, impact of clubs to ensure high quality Ensure the clubs support development. Encourage the children to participate for enjoyment, self-improvement and fitness; moving away from the over emphasis on competitive sports. Fun Festivals within cluster group will help to facilitate this (non-competitive sporting events).</p>		<p>Children experienced different opportunities, develop skills in physical ability as well as listening, co-operation, resilience, independence, performance, confidence.</p>	<p>Continue to consider the place of sporting enrichment for KS1/KS 2 also across 2023/2024.</p>
<p>➤ Professional athlete visit</p>	<p>Circuits for all children engaging in physical activity. Motivated by athlete to inspire – Gymnast Sam Oldham; Sports for school - invited in.</p>		<p>Children were inspired and motivated to hear stories of athletes and their success. Opportunities to raise money for the school and be rewarded for their efforts.</p>	<p>Book visit next year.</p>
<p>➤ Opportunities in place to experience yoga, boxing therapy.</p>	<p>Children across the school have timetabled yoga. Year 6 1-1 working with BE; boxing therapy, play therapy, supports nurturing opportunities; resilience, confidence.</p>	<p>£600 - yoga</p>	<p>High engagement in physical activity throughout the day.</p>	<p>Continue to identify which children would benefit by participating in these opportunities.</p>
	<p>Equipment purchased to meet the</p>			

<p>Ensure the children not only have the correct equipment but also a wide variety of fun, engaging equipment to be able to actively and enthusiastically participate in their lessons and be motivated to continue to develop their skills outside of their lessons.</p>	<p>specified intent. Involve sports captains to monitor the playtime equipment.</p>			
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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>
<ul style="list-style-type: none"> ➤ Enable all Y4 swimmers increase their attainment by 5+ metres thus increasing their confidence in water. All Y6 pupils, through additional swimming in the summer, can perform safe self-rescue over a varied distance so they are confident and safe in water. ➤ Attend competitions linked with the Streetly Hub across a variety of sports and age groups. ➤ Other clubs arranged; Football (boys/girls), cross country, netball clubs run for children in KS2 led by external coach. ➤ Enter annual boy's football league and cup, girl's football league, netball league and cup competitions. 	<p>Renegotiate additional pool space over a term in the summer term 2023. Employ a fully qualified coach to facilitate swimming expectations.</p> <p>Plan over the year to enter competitions; use the calendar sent and book SMA on to these.</p> <p>Participate through the Streetly Sports Hub. Arrange transport and supply cover.</p>	<p>£ see swimming budget</p>	<p>Year 4 children's needs in swimming were addressed and all achieved the intention to swim 5+ metres. Year 6 swimmers % increased to achieve the end of KS 2 swimming assessments.</p> <p>Still an impact from lock down on water confidence and lack of opportunity; there is evidence of a significant impact on the anxieties and the resilience of the current Y4, therefore SLT, supported by the Y4 class teacher and the PE lead sourced the additional x 5 lessons for year 6, with effective results.</p> <p>Children have developed confidence to compete. With winners and runner up experience – developed how to lose with correct responses.</p>	<p>End of year data percentages were low due to poor attendance of year 6 and some non-swimmers; pop up pool organised to increase confidence and encourage higher attendance of swimming in own time.</p> <p>Attend more red/amber competitions across a variety of sports and age groups.</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	<i>Elizabeth Smith</i>
Date:	20 th July 2023
Governor:	P Probert
Date:	20 th July 2023