

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	£ 17,655
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 1,500
Total amount allocated for 2022/23	£ 17, 800
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 19,300

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. 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	
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	97%
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	90%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	80%
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?	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:14/07/2023	
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: 48% - £9,200
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:
Specialist coach for sports clubs- provide regular opportunities for pupils to be active outside of curriculum time.	<ul style="list-style-type: none"> ● Provide opportunities to be physically active before school, at lunch and after school throughout the year. ● Provide specific clubs for targeted groups e.g. EYFS/KS1 ● Increase pupils' engagement and confidence. ● Develop pupils' physical ability and understanding in a range of activities. 		£8,200	<ul style="list-style-type: none"> ● 90% of the school pupils attend clubs. KS1 attendance up to 80% ● Increase in participation at school clubs, improved performance during PE lessons ● Equal opportunity for male and female students across all clubs ● 100% SEN students attended a club ● Experience of new sports to develop sporting excellence across many sports 	<ul style="list-style-type: none"> ● Increase in overall fitness - assess through lessons or pupil voice the impact of clubs on individuals fitness ● 42% PPG attended a club. These students will need further support in attending co-curricular clubs. We want to achieve 80% in 2023/24 ● Continue to offer a wide variety of clubs across the year ● Target KS1 students to increase the percentage of those attending clubs

	<ul style="list-style-type: none"> ● Promote and embed a love of being physically active and create a sport for all ethos. ● Equal opportunity for male and female students to play sports 		<ul style="list-style-type: none"> ● Pupil voice survey has found that 80% of pupils feel confident within PE lessons ● 92% of parents feel that their child has a love for PE ● Students had the opportunity to attend a wide variety of clubs from multi skills, tag rugby, netball, basketball, football, athletics, dodgeball, benchball. We also arranged external clubs to deliver activities and sports such as gymnastics, fencing, chess, rugby, football, jiu jitsu, cricket, hurling, athletics, and basketball. ● We entered 90% of all competitions and festivals offered. In total we took part in 42 fixtures/tournaments/festivals. A high percentage of students had the opportunity to represent the school in a fixture/tournament/festival; 	
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			EYFS: 55% Year 1: 77% Year 2: 60% Year 3: 90% Year 4: 76% Year 5: 77% Year 6: 86% Overall: 74%	
Offer subsidised lunch time clubs from Aut 2 for children who do not access extracurricular sport	<ul style="list-style-type: none"> To ensure that all children that would benefit from extra physical activity and those and who do not attend at least one sports club throughout the year also take part. 	£1000	<ul style="list-style-type: none"> Additional lunch time equipment purchased including basketball hoops. play leaders assigned to oversee playtime sports activities 	<ul style="list-style-type: none"> Arrange some lunch time competitions for students to take part in as well as play
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 6% - £1,250
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:
Purchase of specialist playing kit for both rugby, basketball and football-raising the profile of school sport so that pupils are motivated and inspired to represent the school as well as instilling a sense of pride when playing school sport.	<ul style="list-style-type: none"> Provision of SRRCC branded kit that is specifically suited to rugby/football/basketball and is distinctive from the regular SRRCC sport kit for KS1 and KS2. Increased prestige associated with those specific teams and the 	£1000	<ul style="list-style-type: none"> Pupil participation has increased We entered 90% of all competitions and festivals offered. In total we took part in 42 fixtures/tournaments/festivals. A high percentage of students had the opportunity to represent 	<ul style="list-style-type: none"> Ensure the kit is maintained and stored correctly and worn to all relevant events.

	<p>creation of a clear team identity.</p> <ul style="list-style-type: none"> ● Raise the profile of competitive sport within the school and community. 		<p>the school in a fixture/tournament/festival</p> <ul style="list-style-type: none"> ● Pupils feel happier to represent the school knowing they have quality kit to wear- 	
<p>Sports Celebrations-an event that recognises pupils' sporting contributions and successes</p>	<ul style="list-style-type: none"> ● Raises the profile of sport ● Celebrates pupils achievements and progress ● Medals/trophies 	<p>£250</p>	<ul style="list-style-type: none"> ● We have been in primary assembly across the year to give out prizes to students who have completed competitions running throughout the year. We have seen an increase in participation in the competitions as the students are driven to achieve a prize. This ranges from EYFS to KS1 to KS2. ● The students are recognised for their achievements in PE throughout the year in the termly Primary Bulletin that goes out to parents and the students receive a certificate. This is again presented at the award assembly and students develop the passion to succeed in PE lessons so that they receive the recognition. ● Medals and trophies purchased for sports day 	<ul style="list-style-type: none"> ● Guest speaker for celebration assembly, we enquired this year but the cost was high. Budget for more next year. ● Continue prizes for competitions to increase participation at clubs and engagement in lessons ● Sports celebration assembly at the end of the year to recognise a boy/girl from each class

			<p>which raised the profile and importance of taking part in the sports day house competitions</p> <ul style="list-style-type: none"> • Sports Personality certificates for Y6 pupil (boy and girl) handed out at celebration events. <p>Increased in engagement from all year groups as a result</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				10% - 2,070
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:
Merton Sports Partnership Schemes of Work- <i>ensure staff have access to high quality schemes, lesson plans & resources.</i>	<ul style="list-style-type: none"> • Utilising the detailed schemes and lesson plans, updating them and using them to prepare for lessons. 	£70 (renewal of online subscription)	<ul style="list-style-type: none"> • The quality of teaching and learning in lessons has been excellent. All staff access and utilise the schemes to plan and prepare for lessons. Student progress is good evidenced in our assessment data and learning walks/lesson observations 	<ul style="list-style-type: none"> • Continue to renew the subscription for most up to date schemes of work. • Continue to reflect, review and adapt the resources to meet the needs of our students
PE subject leader to have leadership time to ensure high quality PE and	<ul style="list-style-type: none"> • The release of PE Subject Leader to monitor Quality 	£2000	<ul style="list-style-type: none"> • Subject leader carried out learning walks which 	<ul style="list-style-type: none"> • Continue to do this to moderate and assess

<p>sport across the school- <i>ensuring the standard of teaching is of high quality and supporting staff.</i></p>	<p>of Education in PE. This will involve: -Planning Scrutiny -Learning Walks -Team Teaching and modelling good practice</p>		<p>provided useful feedback and reflection on the quality of teaching and learning in lessons. This also informed meetings and the sharing of good practice and areas to develop within the department.</p>	<p>the quality of teaching, sharing of good practice and reflecting on the delivery to ensure the high quality teaching and learning continues.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:
 £4,500 23%

Intent	Implementation		Impact	
<p>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>achieve are linked to your intentions:</p>	<p>allocated:</p>	<p>pupils now know and what can they now do? What has changed?:</p>	<p>next steps:</p>
<p>Updating old sports equipment, and providing new sports equipment- <i>provide a wider range of activities in the curriculum at all Key Stages.</i></p>	<ul style="list-style-type: none"> ● Playground equipment- Provide a wider range of activities during break and lunch times to ensure pupils are active. ● EYFS- active play ● Enhance pupils' experience in lessons and in clubs by using high quality equipment. ● Year 6 are utilised as play leaders 	<p>£2000</p>	<ul style="list-style-type: none"> ● Students are continuing to be active during the break/lunch times. The playground has been split into zones. A timetable has been designed to allow for all classes/genders to have access to different pieces of equipment during break/lunch times ● Students have given feedback that the introduction of new sports into their curriculum has 	<ul style="list-style-type: none"> ● Review the zones and ensure that pupils are happy with the offer during break/lunch times. Update equipment when required ● Continue with the broad curriculum offer. Review inclusive sports and their addition to

			<p>increased their happiness and engagement in PE. They particularly enjoyed trampolining and Gaelic football. A high number of students commented on how they enjoy taking part in a wide variety of sports in their lesson time.</p> <ul style="list-style-type: none"> ● All lessons and clubs had sufficient and adequate amount of equipment to ensure students had a positive experience ● Students had daily access to the track markings to be active on their bike and scooters. 	<p>the curriculum eg boccia</p> <ul style="list-style-type: none"> ● Continue to audit the equipment and replace/update where necessary ● Continue to update the markings when they fade away
<p>Specialist sports coach- to target identified pupils with lower levels of engagement and provide specialist PE teaching to develop skills and expertise.</p>	<ul style="list-style-type: none"> ● To run extra primary provision through co-curricular clubs. ● Increased confidence and physical development of targeted groups (including PP pupils) with a focus on fine and gross motor skills ● Increased engagement in sports for identified pupils. 	£2500	<ul style="list-style-type: none"> ● Intervention sessions ran that identified and targeted specific students who needed more time and work on developing their fine and gross motor skills. This group changed based on the needs and development of those students. ● Students made good 	<ul style="list-style-type: none"> ● Continue to identify students who would benefit from additional sessions and provide the small group setting

			progress by the end of the term and their confidence grew. These students also attended some of the co-curricular clubs again highlighting their growing confidence and improving skills.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				11% - £2,280
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:
Richmond Borough School Sports Partnership Membership - access to a range of leagues and competitions, access to resources, networking & collaborating with other PE specialists, sharing best practice	<ul style="list-style-type: none"> ● CPD Opportunities for the PE Subject Leader and teaching staff ● School to school support to develop the PE Curriculum and sporting opportunities. ● Opportunities to compete in the leagues and tournaments offered in the Borough. 	£790	<ul style="list-style-type: none"> ● PE staff members attended CPD offers eg Football Disney Stars and Trampoline Refreshers Course. Staff updated with best shared practice. ● Meetings with and liaising with other PE leads to share practice ● We entered 90% of all 	<ul style="list-style-type: none"> ● Continue to take up relevant CPD offers and share best practice and new ideas ● Continue to work with other local schools to share practice ● Maintain this entry to

	<ul style="list-style-type: none"> Partnering with other schools to run sports and physical activities and clubs 		<p>competitions and festivals offered. In total we took part in 42 fixtures/tournaments/festivals. A high percentage of students had the opportunity to represent the school in a fixture/tournament/festival;</p> <p>EYFS: 55% Year 1: 77% Year 2: 60% Year 3: 87% Year 4: 76% Year 5: 77% Year 6: 86% Overall: 74%</p> <ul style="list-style-type: none"> We worked closely with several schools in the local area to arrange and fulfill the scheduled fixtures across 4 sports. Representation; <p>Year 3: 57% Year 4: 72% Year 5: 47% Year 6: 83% KS2 Overall: 64%</p> <ul style="list-style-type: none"> Key involvements 	<p>borough competitions to ensure as many students as possible have the opportunity to represent the school</p> <ul style="list-style-type: none"> Increase the overall percentage of pupils attending clubs and representing the College Reach the next round of the Borough Leagues for all sports.
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			<ul style="list-style-type: none"> - ¼ finals for both Tag Rugby and Netball leagues for the first time - Y3/4 Basketball Borough Champions - First Gaelic Football fixture for the school 	
<p>Campaign Days - inspire and motivate pupils to engage in physical activity and sport</p>	<ul style="list-style-type: none"> ● Campaign Days in each term to promote and develop a love for sport throughout the college. ● provision and hiring of equipment eg UV lights ● Provision of prizes for competition winners ● Pupils are inspired by listening to a pro athlete and taking part in practical activities. 	£1,200	<ul style="list-style-type: none"> ● We ran campaigns throughout the year; Better Stronger Together, Healthy Body Healthy Mind and External Activities Taster Day. These campaigns helped inspire students, raise the profile of sports, being healthy as well as trying new sports such as hurling, Gaelic football, fencing and jiu jitsu. ● We ran competitions to motivate and inspire students as well as rewarding them for their hard work. 	<ul style="list-style-type: none"> ● Continue with termly campaigns to highlight specific strategies/values eg Womens Euros ● Arrange an external athlete visit to inspire the students further
<p>Termly Inter House Competitions- providing more opportunities for all pupils to compete</p>	<ul style="list-style-type: none"> ● Students compete in competitions within curriculum time representing their house. ● Develop a love for participating in competition and an opportunity to earn points for their house ● Provide opportunities to compete in a variety of sports 	£290	<ul style="list-style-type: none"> ● 6 competitions were held; one a half term ranging from football, gymnastics, netball, dance, benchball, athletics (sports day) ● All students represented their houses in these competitions which gave 	<ul style="list-style-type: none"> ● Continue with half-termly competitions ● Include more of a range of competitions such as Gaelic football and Swimming

	<ul style="list-style-type: none"> • Medals and certificates for winning houses 		<p>them a sense of pride and motivated them to work hard for their house as well as developing a love for participating in competition. They understand that all points gained will add up at the end of the year.</p>	
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	X. Mackney
Date:	xmackney
Governor:	
Date:	