

The Primary PE and Sport Premium

Planning, reporting and
evaluating website tool

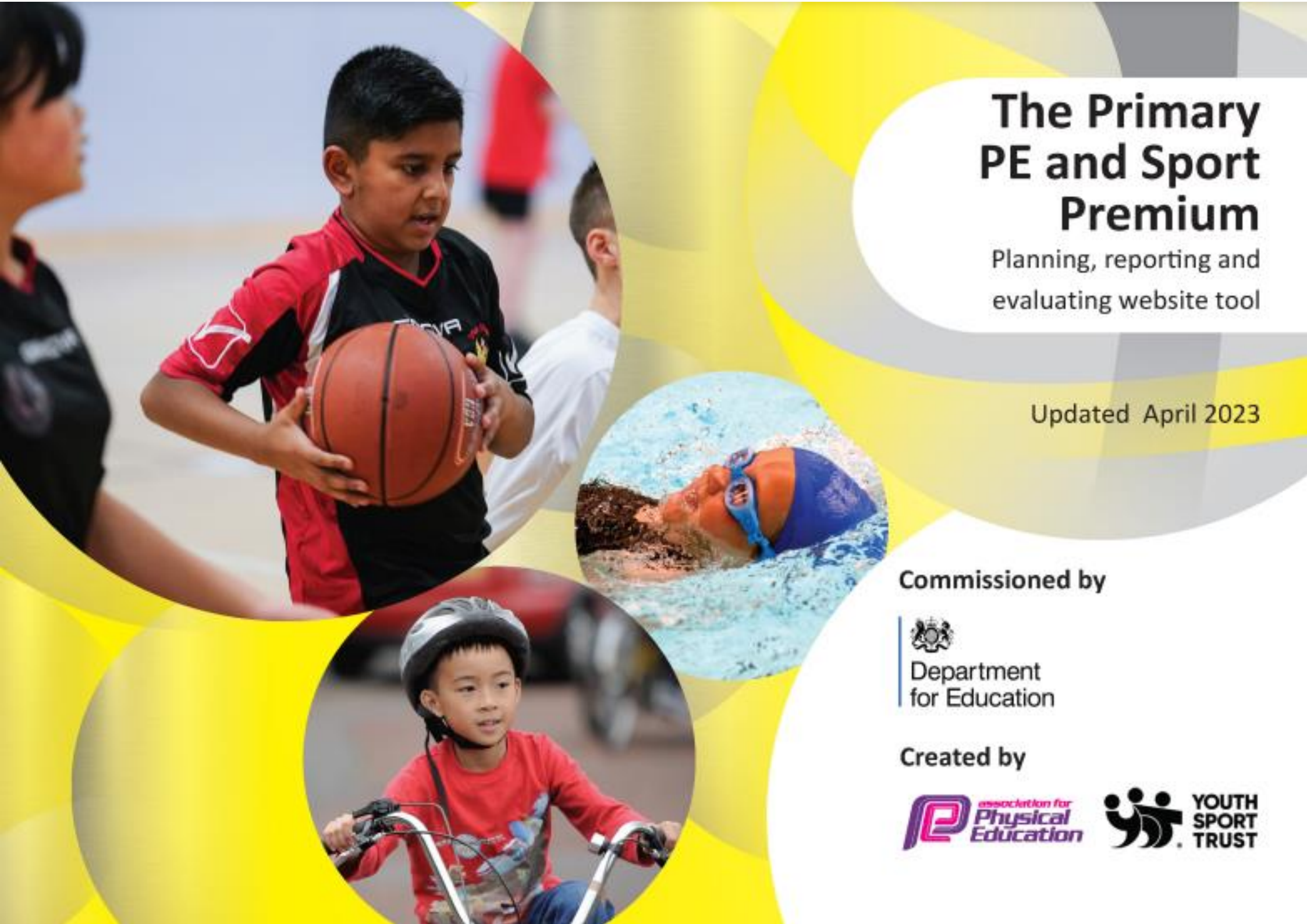
Updated April 2023

Commissioned by



Department
for Education

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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. **All funding must be spent by 31st July 2023.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2023. To see an example of how to complete the table please click [HERE](#).



Details with regard to funding
Please complete the table below.

Total amount carried over from 2020/21?	£0
Total amount allocated for 2021/22?	£17,070
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23?	£17070
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17070

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 2020. Please see note above	87%
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	87%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	87%
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

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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: 17.070		Date Updated: 11/07/2023	
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: 60%
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:	
<p>To ensure that there are opportunities for a range of physical activities at break and lunch times for all pupils.</p> <p>To develop staff understanding of leading physical activity.</p> <p>To ensure as many children as possible leave primary school with a high level of swimming ability.</p>		<p>Premier soccer centres- whole school sports provision/ Staff CPD (£6075)</p> <p>sports equipment (£1320)</p> <p>All children will leave KS2 having been provided with a minimum of 6 weeks of swimming lessons.</p> <p>Children are taught by qualified swimming instructors for hour long sessions, to allow for more time to progress. (£2800)</p>		<p>£10195</p>	
				<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	
				<p>All pupils are provided with high quality sports coaching for an hour a week. Teachers use this time as CPD, to develop their confidence in teaching PE.</p> <p>Pupils engage with the sports equipment purposefully during break times and lunchtimes.</p> <p>87% of Year 6s were able to swim 25m.</p>	
				<p>Sustainability and suggested next steps:</p> <p>Teachers to teach alongside the sports coach, enabling them to work with smaller groups, enhancing pupil's skills further.</p> <p>Continue to offer a range of equipment at break times but rotate them throughout the year. Linking it to what is being taught in lessons, enabling them to progress their skills further.</p> <p>Continue to offer an enhanced swimming package.</p>	

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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:
			1%
Intent	Implementation	Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>
<p>For children to develop leadership roles across school.</p> <p>Staff promoting physical activity at Burford Primary school and during sport/ sporting events.</p> <p>To offer a range of extra-curricular activities for all pupils.</p>	<p>Sue Cork and Rachel Mills (Burford Partnership leads) visit to train sports leaders Sports leaders run activities for younger classes during break times.</p> <p>Celebrate internal and external sporting achievements in celebration assemblies.</p> <p>Celebrate inter house competition in assemblies.</p> <p>To offer an extra-curricular activity linked to outdoor learning on our school paddock.</p> <p>Staff sports hoodies (£203)</p>	<p>£203</p>	<p><i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i></p> <p>Sports leaders promote purposeful play during break times for younger pupils.</p> <p>Sporting achievements championed during celebration assemblies with children encouraged to present their own sporting achievements.</p> <p>House point winners announced in assemblies.</p> <p>Intra and inter competition winners celebrated in assemblies.</p> <p>Increased uptake in forest school after school club.</p>
			<p><i>Sustainability and suggested next steps:</i></p> <p>PE lead to develop a role for house captains to lead and support the pupils in their houses during sports competitions.</p> <p>PE lead to provide a range of inter school competitions throughout the year.</p> <p>Share sporting achievements with the wider school community, through newsletters and displays.</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:
			1%
Intent	Implementation	Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>
<p>Continue to use PE planning scheme, as it allows teachers to confidently teach one PE lesson a week.</p> <p>Maintain sports leader role</p>	<p>PE planning scheme (£185)</p> <p>Sports lead to observe teachers using PE planning to teach PE.</p> <p>PE lead to ensure PE is consistently taught well across the school.</p> <p>Sports lead to attend partnership meetings.</p>	<p>£185</p>	<p><i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i></p> <p>PE planning continues to be taught across the school.</p> <p>Resources and possible CPD passed onto teaching staff to help increase confidence in teaching PE.</p>
			<p><i>Sustainability and suggested next steps:</i></p> <p>PE lead to develop a simple way for teachers to track assessments effectively.</p> <p>PE lead to source CPD for staff to teach dance effectively.</p> <p>Explore ways to release PE lead to monitor and observe PE regularly.</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:
			26%
Intent	Implementation	Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>
<p>Provide a wide range of sporting experiences for all pupils.</p> <p>Develop after school sports clubs with the aim to increase participation in sports across the school.</p> <p>Continue to use current providers, while researching the possibility of new providers.</p> <p>Continue to help vulnerable pupils and those who receive pupil premium, access a range of sports.</p>	<p>Enrich education- whole school Quidditch day (£835)</p> <p>West End in schools- Coronation dance workshop (£529)</p> <p>Treemendously wild - Forest school curriculum and afterschool club (£2930)</p> <p>Footy kids- inflatable football sessions</p> <p>Premier soccer- After school sports clubs (£135)</p> <p>Sports club targeted at pupil premium pupils/ vulnerable pupils</p>	<p>£4429</p>	<p><i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i></p> <p>All pupils were provided with a broad range of sporting activities, they may not have accessed outside of school.</p> <p>All pupils were signposted to providers who came into school and local sports clubs. With the aim to establish paths for pupils into sport, outside of school.</p> <p>Participation in after school sports clubs are becoming increasingly more popular.</p>
			<p><i>Sustainability and suggested next steps:</i></p> <p>Continue to develop links with local sports providers to continue to develop pathways for pupils to get into sport.</p> <p>Provide a wider range of sporting after school clubs, including gymnastics and dance (informed by pupil survey).</p> <p>Provide forest school sessions for all pupils in KS1, to develop the whole child through child-led play, greater physical and mental wellbeing.</p>

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Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			12%
Intent	Implementation	Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>
<p>To continue to link with Burford Partnership schools for PE lead CPD.</p> <p>To continue to attend Burford Partnership sporting events.</p> <p>To continue to develop sports day.</p> <p>To trial inter school sports competitions.</p>	<p>Continue to be a part of Burford Partnership (£2056)</p> <p>Use PE planning and Burford partnership schools to inspire sports day.</p>	<p>£2056</p> <p>PE lead attended a Burford Partnership meeting to develop a bespoke PE curriculum suited to our schools, which will be implemented next academic year.</p> <p>Pupils and parents fed back their enjoyment of sports day, due to the smooth running of events.</p> <p>All pupils competed in an inter house cricket competition this year. Pupils showed enthusiasm around this event and requested more like it.</p>	<p><i>Sustainability and suggested next steps:</i></p> <p>PE to implement new PE curriculum into school next academic year, with support of Burford Partnership.</p> <p>PE lead to develop sports day further, so it runs more efficiently.</p> <p>PE lead to provide a range of inter house sports competitions. In addition raising the profile of sport at Burford Primary School.</p>

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Signed off by	
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Date:	12/07/23
Subject Leader:	Phoebe Gore
Date:	12/07/2023
Governor:	Jo White & Hannah Lake
Date:	13/07/23

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