

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. **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 2021/22	£0
Total amount allocated for 2022/23	£17,490
How much (if any) do you intend to carry over from this total fund into 2023/24?	£4,499.10
Total amount allocated for 2023/24	£17,580
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£12,990.90

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 2022.</p> <p>Please see note above</p>	N/A
<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>	85%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	74%
<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>	74%

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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:		Date Updated:	
<p>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</p>					Percentage of total allocation: 0%
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?:	
<p>Pupils at Marsh Gibbon are active across a wide range of curriculum subject areas.</p> <p>Development of outdoor areas and resources so that pupils at Marsh Gibbon are more active at break times and lunch times.</p> <p>After-school sports provision and clubs</p> <p>Y6/5 pupils to implement playground leaders for younger children at break and lunch times with activities.</p>	<p>LE to audit outdoor equipment and purchase resources to encourage pupils to be more active.</p> <p>Equipment to be bought for both KS1 and KS2 break times.</p> <p>S4A to deliver a wider range of clubs to make sure that a larger number of children are attending.</p> <p>The Y6 children that were trained last year now implement a range of activities.</p> <p>LE to continue to plan and implement a range of sports fixtures including, football league, festivals, athletics and cross country.</p>	<p>£200</p> <p>£7524</p>	<p>Children are proud of what they have achieved and want to share their experience.</p> <p>By the end of the year, 100 children would have had the chance to represent their school in these festivals.</p> <p>Boys and girls league for football, allowing 24 Y5/6 children to play in regular matches against other local schools.</p> <p>All pupils participate in regular movement breaks. The consistency of these brain and movement breaks has impacted on pupil's attention and behavior.</p> <p>Our curriculum provides pupils with opportunities to be active and our</p>	<p>Sustainability and suggested next steps:</p> <p>Continue with the delivery of S4A sessions.</p> <p>Continue to develop outdoor equipment.</p> <p>Continue to look into CPD opportunities for staff.</p>	

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			school pond has ensured lots more outdoor learning opportunities.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 0%
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:
Play Leader leads lunch time activities each day.	Play leader leads children in varied activities each lunch time. Schools existing equipment is utilised during this time as well as fun and engaging physical games		<ul style="list-style-type: none"> • Improve range of physical activities that the pupils have access to. • Encourage pupils to try new activities. • Engage all children and encourage teamwork. 	<ul style="list-style-type: none"> • Continue with play leader each lunch time. • Play leader to be assisted by the sports coach one lunch time per week and gain knowledge and understanding on different activities.
PE equipment audit and upgrade P.E. equipment.	Repack the new P.E. shed with the rest of the staff. Teachers know what equipment is there and can recommend new equipment to be bought. Goal	£125	Better quality of equipment will mean more targeted P.E. lessons. Children will be more engaged with a higher quantity of equipment. Football team have 2 working goals for the league games.	New equipment will last a couple of years. Next steps – create a resource audit. Share with staff and ask opinions of what else could be needed.

We are in the Sports For All (S4A) sports partnership which means we are able to attend several sporting festivals throughout the year.	Ensure what S4A are teaching links up with the festivals. Make sure that every child gets the opportunity to represent the school	£1800	Children are proud of what they have achieved and want to share their experience. By the end of the year, 100 children would have had the chance to represent their school in these festivals.	At the end of their time at Marsh Gibbon, all the children would have had the opportunity to represent the school in several sporting competitions.
Swimming Boosters	Several of our children in KS2 needed extra swimming lessons. This will pay for the coaches to take the additional children to the pool.	£1356.90	So far, these booster groups have helped 12 additional Y6s meet the national curriculum for swimming. Meaning now, we have 23/27 Y6s meeting the expected standard.	Currently, the Y3's are going swimming. There are 5 Y4 children that have been invited to go back with the Y3 children. 4 adults are swimming trained- these adults to go with the children to the pool.
AVPSAA- We are in the AVPSAA partnership which allows the children to take part in sporting events throughout the year.	Allow different children to take part in the different competitions. Make sure we attend as many as possible.	£45	By the end of the year, 100 children would have had the chance to represent their school in the different external events.	At the end of their time at Marsh Gibbon, all the children would have had the opportunity to represent the school in several sporting competitions.
Visitors	Gives all children to opportunity to take part and enjoy learning from experts in certain sports	£1200	Over 6 sessions the children met with 3 different visitors giving them the chance to learn from 'experts' in different sports.	Invite different visitors next year to give the children the chance to enjoy different sports.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				68.01%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about	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	Sustainability and suggested next steps:

what they need to learn and to consolidate through practice:			changed?:	
4 staff members trained to teach swimming.	Use these adults to take the children swimming. This allows the children to be split into smaller groups in the pool.	£740	The pool provide 2 swimming teachers and we take 3 each session. This allows 5 teachers to have less children allowing the children to have more time in their session.	Monitor progress and continue training top up sessions in the upcoming years for the teachers that are trained.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation: 0%
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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:
Children have participated in a variety of sports over the course of the year.	Children have accessed sports that they might not have access to otherwise.	Included is S4A cost.	Children access different sports and may want to continue with these outside of school. Children learn different skills through different sport. Children learn to work as a team. Children learn key skills before games/sports.	As the school grows we will look to improve the range of different activities available to ensure children have access to a wide range of sports.

Key indicator 5: Increased participation in competitive sport	Percentage of total allocation: 0%
	%

Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested

what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
Sports Day – children split into teams with mixed ages and abilities to take part in ‘traditional’ races such as egg and spoon and obstacle race.	Pupils took part in a sports afternoon and completed relay type races, teams where split evenly with a mix of ages and abilities so that all children could be involved.	£0 – existing staff and equipment	<ul style="list-style-type: none"> • Pupils inspired and motivated to take part. • Pupils rewarded for their efforts with stickers. • Pupils encouraged to challenge themselves. Teamwork promoted.	<ul style="list-style-type: none"> • Continue in future years

Signed off by	
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Date:	30/07/23
Subject Leader:	Lucy Exley
Date:	30/07/23
Governor:	
Date:	30/07/23