

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](https://www.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	£4944
Total amount allocated for 2022/23	£16880
How much (if any) do you intend to carry over from this total fund into 2023/24?	£3968
Total amount allocated for 2022/23	£21824
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£ 17856

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>	87%
<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>	87%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	60%
<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>	Yes/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:		
<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:	
			57%	
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>To provide a stimulating environment that children can safely engage in physical activity, both supervised and independently across all ages.</p> <p>To provide an alternative provision for PE in small groups when access to sports field is not appropriate due to weather conditions.</p>	Employment of ground maintenance to maintain safe grounds throughout the year.	£2695	There has been a continual provision for all children to interact with sporting activities within the school grounds. Onsite additional outside activities throughout the year for all but it has especially allowed the younger pupils from EYFS and KS1 to access physical activities without having to go off site. KS2 provisions have continued, albeit in smaller groups during times when weather conditions have prevented the use of offsite provisions. Maintaining a safe a usable site has promoted more physical activities during lunch and break times. Allowing children to develop their skills and work as a team with increased independence. The introduction of Sports Ambassadors has supported the timetabling of activities during these times and encouraged older children to mentor younger children developing skills and team skills.	<p>Continue to employ ground maintenance to ensure a safe environment for physical activity across the school and curriculum.</p> <p>Ensure continual use of the area with all staff for shorter physical activities during the school day.</p> <p>Continue to develop the role of Sports Ambassadors to timetable activities for lunch and break in specific zones and their mentoring of younger pupils.</p>

<p>Provide a provision of sensory circuits and movement breaks for children with additional need and expanding this through to whole class activities to promote wellbeing and improved focus for all children.</p> <p>ELSA</p>	<p>TA 30min per day x 39weeks across all year groups to deliver and support a regular a structured format for sensory activities.</p> <p>Training and support for this provision, extending to specialised support for EYFS.</p>	<p>£1695</p> <p>£301</p>	<p>The ability to be release energy and participate in physical activities with peers is supporting concentration and focus within the classroom. This is particularly evident in KS2</p> <p>This daily approach has promoted personal well- being ensuring children are in a good place both mentally and physically to engage in learning and develop gross and fine motor skills. Developing skills in a small nurturing environment and booted self-esteem amongst some children allowing them to engage with more confidence during PE and physical activities.</p> <p>Maintains a robust ELSA provision across the school. Allowing trained staff to deliver tailored sessions specific to individual needs, promoting an increase in self-esteem strategies to deal with emotions and anxiety. Feedback from both children and parents has been positive and indicated that sessions has benefited the children. Children who have been involved in ELSA have felt that they have an enabling adult that they can approach with confidence when they are feeling anxious, this usually allows instant support to avoid issues escalating. Extending our provision means that our younger children also have this facility. It is hoped this may lessen</p>	<p>To maintain this provision for all pupils across all year groups, with a focus on gross motor skills as this a particular area of need within the school at present time. Extend activities on offer by purchase of specific equipment. Continue to monitor impact of pupils and their impact on classroom and peers.</p> <p>Provision to be maintained with a focus of continued development of EYFS ELSA support.</p>
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<p>Financial support towards swimming costs for year 2 children</p>	<p>1 x weekly throughout the academic year-</p>	<p>£1220</p>	<p>the difficulties seen later on in school.</p> <p>Regular swimming offers an additional physical activity, which is often hindered in school, especially during winter, due to PE facilities being off site</p> <p>As our school is located close to The River Thames and most children live in the village, it is felt of high importance that children are taught to swim at an earlier age as having basic swimming skills could potentially be a life saver for them.</p> <p>Outcome 88% 10m front and back 79% 20m back and front</p>	<p>Provision to be continued for as long as possible. Due to our close proximity to the river and this being a life skill. Should fund decline, a larger offset to parents will be considered.</p>
<p>Purchase of Hi-Viz jackets</p>	<p>60 chns jackets in a range of sizes plus 8 adult jackets. Printed with school name.</p>	<p>£455</p>	<p>This has ensured high level of safety when walking to and from offsite activities.</p> <p>The jackets are also used for our Community Mile walks in KS2 around the village.</p> <p>Teachers feel more confident when out and about with the children as they are clearly visible.</p> <p>Jackets are also worn by adults on break duty so children can easily spot adult support if needed.</p>	<p>To purchase additional jackets in larger sizes for our UKS2 children and additional jackets for staff.</p>

<p>Financial support towards year 5</p>	<p>1 x weekly during summer term</p>	<p>£1250</p>	<p>Due to the Covid 19 pandemic, concerns were had that these children had lost opportunities to maintain or develop water confidence that they had been exposed to prior to the pandemic. Lack of local public swimming facilities at this time if also prohibiting families form engaging in this activity. As our school is located close to The River Thames and most children live in the village, it is felt of high importance that children are water confident as this could be a lifesaving skill. Lesson outcomes: I child refuse to enter the water throughout the unit. She does struggle with high anxiety and we do know she is able to swim Of the other 13 children 86% 10m on their back 100% 10 m on front 86% 20m on front and back</p>	<p>We will review the situation for our current children. If it is felt that this support is needed again then we will investigate the viability of offering again.</p>
<p>Additional lunchtime staff throughout the week</p>	<p>1x 1hr Daily to promote organised games and sports, focusing on our more vulnerable and less confident children.</p>	<p>£2446</p>	<p>This provision has continued to have a positive impact on children's confidence to have ago. Their ability to work as team and their understanding of fair play has risen. It has also formed new friendships for many children and supported behavioural issues for others, which</p>	<p>It is important for us as school to maintain this support and provision. We are school with a high percentage of children with additional needs and this has ensured a calmer environment and offered opportunities for all children to develop their gross motor and sporting skills in an</p>

			<p>can often impact on the break/lunch time experience of others. There is a calmer presence at lunchtimes creating a more pleasant and safer environment for all. In addition, it has promoted inclusion for all, ensuring children of all abilities are involved in the same activity, encouraging peer on peer support. This has seen new friendships being formed and this relationship continuing outside of the playground environment.</p> <p>As a direct result children are returning to class in a calmer manner and are more focused and ready to learn for the afternoon lessons.</p> <p>We have also had a rise in the range of children that are representing the school in sporting activity, with hidden talents being released.</p>	<p>approach that is suitable to them.</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p>
				<p>18%</p>
<p>Intent</p>	<p>Implementat ion</p>	<p>Impact</p>		
<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>

Sports Ambassadors	Cost of t-shirts in house colours and printed with Sports Ambassador on back	£70	<p>Individual children within UKS2 had been identified as having an exceptional talent in a sporting area or 2. Coincidentally, 3 of these 4 children also have additional needs preventing them to excel fully in some curriculum areas alongside their peers.</p> <p>Having been given the role of Sports Ambassador which involves, supporting PE lead on sporting events, supporting with planning and delivery of lunch and break activities, preparing equipment ready for PE lessons, has boosted these children's self-esteem immensely. They have become more confident around their peers; they are seen by all children as a positive role model for sport. Parental feedback has been incredibly positive with one parent, thanking us for recognising and celebrating their talent outside of the classroom environment.</p>	<p>Maintain the role of Sports Ambassadors, involving last year's Ambassadors with the selection of new candidates.</p> <p>Obtain constructive feedback and input from the Ambassadors as to what they would like to promote within the school for sporting provisions.</p>
Equipment and repairs	<p>Replacement of damaged/worn equipment.</p> <p>Purchase of new equipment to be inclusive of all ages and abilities and introduce a wider range of sporting activity across the school year.</p> <p>Repairs to damaged and unsafe equipment.</p>	£1414	<p>Ensuring all children can access an activity at some time through the year appropriate to their ability and development</p> <p>Less sharing of equipment to maintain concentration and engagement in lessons. Improved behaviour due to momentum being maintained. Development of skills leading to implementation of team games with appropriate rulings,</p>	<p>Continue to offer and maintain a larger range of sporting activity suitable for all.</p> <p>Continue to replace damages/lost equipment to maintain good engagement and behaviour during lesson.</p> <p>Investigate the costing of a larger more practical storage area for equipment to avoid unnecessary damage and easier access for all.</p>

Additional TA staffing to support KS1 children to offsite provision	1 x1.5hr weekly	£1052	<p>particularly important in the preparation of our UKS2 pupil and their transition to secondary education.</p> <p>Allowing further development of skills and wider space to broaden activity choice. Increasing children's awareness of being outside in a group in preparation for KS2. Children's confidence to participate in structured sports activities and development of skills. Using the larger offsite facility has also heightened engagement of children. Having extra staffing to support the children at these times has also improved the confidence of classroom staff to deliver sporting activities off site.</p>	Maintain additional support for KS1 children especially in the Autumn and Spring Term to support children transitioning up from FS2. Continue to develop the youngers children participation in sporting games alongside skills to develop confidence in participation and increase teamwork skills.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				11%
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>To continue and improve confidence and understanding of delivering PE sessions, particularly for ECT staff.</p> <p>Allow for regular offsite activities for KS2 children allowing children to fully engage in sports and team games, where there is more space for pupils to develop and exercise.</p>	<p>Subsidising of outside sports coaches during staff PPA time to allow these members of staff to allocate some of this time to up-levelling their own skills.</p> <p>1 x TA to assist with outside coaching- 1 x 2.5hrs x 39 weeks, to cover both KS2 classes</p>	<p>No cost to sports budget</p> <p>£2017</p>	<p>PE lessons are mostly happening of site when weather permits, more impact during the lessons and a wider range of activities and skills can be offered. Children look forward to PE sessions and are engaging more.</p>	<p>Due to the lack of outdoor space at Purley School we will need to continue this provision to allow for safe and productive delivery of PE lessons, especially in KS2</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation: 4%</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: 6th annual sports week held- offering all pupils a chance to experience a range of different and new sports</p>	<p>Visit from Olympic Athlete and training session.</p> <p>1hours Lacrosse coaching session for each class- offering an introduction to a new sport</p> <p>1hour session of Parkour for every class at Virtue Gymnastic Club- a local leading club in Parkour</p> <p>A session of cricket coaching, from the local cricket club, for each year group-</p>	<p>£519</p>	<p>Once again another this was a very successful week, continuing the promote the importance of benefits of sport for out mental health and personal well-being. We have received a very positive response from both pupils and parents. Some children are keen to participate in additional sports activities outside of school and some have consider rejoining a sport that they previously stopped.</p> <p>Local cricket club were very keen to recruit some of the children and they</p>	<p>Continue with this provision, concluding with our school sports day. Continue to ensure most sports are available locally for children to continue with should they so wish.</p> <p>Prioritise water activities for KS2</p> <p>Follow up on interest from Purley cricket and tennis clubs to provide extracurricular clubs for the school.</p> <p>Investigate the option of using Virtue Gymnastics club and</p>

Climbing wall experience	<p>culminating to an inter house cricket competition in the afternoon</p> <p>Sports day event, the first in 3 years for all children. EYFS on site. KS1 at offsite location am and KSs at offsite location pm</p> <p>1 day at Adventure Dolphin Climbing wall for KS1 children. To promote gross motor skills and self-confidence post Covid 19</p>	£205	<p>demonstrated a natural flair in this sport.</p> <p>Alongside the activities children held debates on Sportsmanship, worked on teamwork and discussed gender equality in sport.</p> <p>Unfortunately, we were unable to secure water activities for this year, we will investigate for next year.</p> <p>Positive links with local sports clubs and facilities have continued to be utilized maintaining strong connections for continual support.</p> <p>Sports Ambassadors and House Captains had leading roles in organising and delivering sports day. Promoting organisation skills, communication skills with both peers and adults, commitment and being a positive role model in sport. This year our sports day was very much child led.</p> <p>Children had an opportunity to experience a new activity that required the use of all limbs and promoted coordination and resilience. Children accessed this in small groups of 12 with a familiar adult, promoting confidence and engagements. Some children have experienced further climbing sessions outside of school in local facilities.</p>	<p>coaches as possible PE provision, due to the lack of space to offer this safely to children within our school.</p> <p>If we could secure this again for next year, we have identified that this may be of benefit for children transition from EYFS to KS1 who we have already identified as having gross motor and coordination difficulties.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10%
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:
Lunch time provision of a trained sports coach	1 x weekly	£800	Increase in positive engagement in sporting skills and mini games. To focus on up-leveling core skills prior to school events, eg football and netball tournaments. Having small group and focused delivery has raised the confidence of children in representing the school and engaging in inter-school sporting events. It has allowed less confident children to develop skills in a small group environment.	This is a rich provision that has seen a positive result. To develop this further, we would like the coach to involve the Sports Ambassadors within the delivery of these sessions
Additional staffing support for extra-curricular and inter-school competitions	The need for extra staff to support additional coaching and practice of sports prior to an event, especially for	£916	Children have been more prepared for participation in events. They have worked better as a team having had	It is important that as a school, we maintain the enthusiasms of our children to want to participate

	<p>those held of site. Additional staff to accompany children at inter-school competitions. Additional support to host an annual cross country event with other local schools.</p>		<p>opportunities before events to practise and develop together as a team. Children look forward and are keen to represent their school at events. They have developed a sense of pride for their school. In addition' it prepares our UKS2 children for sporting activities at their chosen secondary school. As a small school we are often limited to the inter-school events we can host. The Cross country event works well in our local area. The children have thrived in this activity and our running club has gone from strength to strength. The children are proud and honoured to be welcoming other schools to an event that e have organized.</p>	<p>and represent the school in sporting events. Continue to offer extra coaching sessions before events to develop as a team. To host an annual cross country event at the school inviting other school to participate- try to expand to more schools for 2024.</p>
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	

Date:	
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