

# 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](http://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



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£3181,.236
Total amount allocated for 2021/22	£22,795.50
How much (if any) do you intend to carry over from this total fund into 2022/23?	None
Total amount allocated for 2022/23	£16,610
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 16,610

## 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><b>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</b></p>	N/A
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</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>	N/A
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	N/A

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?

## 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:16,610		Date Updated:17.07.23		
<p><b>Key indicator 1:</b> 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>					<p>Percentage of total allocation: 54.8%</p>	
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?:		
<p>Children’s engagement in the fitness activities and opportunities on offer at playtimes and lunchtimes is maximised. Children have a repertoire of games to play at playtimes and lunchtimes. Older children teach younger children how to play a range of active playtime games.</p> <p>Children keep active at playtimes and lunchtimes playing football, basketball, rounders and hockey. They know how to play safely and consider the sports games values.</p>		<p>Year 4 children to apply for sports playleader role and attend training with lunchtime supervisory assistant in charge of play leaders.</p> <p>Designated lunchtime supervisory assistant to co-ordinate role of play leaders.</p> <p>AFC Bournemouth teaching year 4 playleader skills.</p> <p>AFC Bournemouth teaching football skills to KS1 and KS2.</p> <p>Timetabled sessions of football, hockey, rounders and basketball at lunchtime and playtime supervised by school staff.</p> <p>Discuss with play leaders ideas to help encourage children to be more active at break times using the</p>		<p>Lunchtime supervisor overtime x 4 hours -£52.76</p> <p>Playleader tee shirts: £31.54</p> <ul style="list-style-type: none"> <li>● Sports play leaders to use the knowledge and skills gained from their playground leader training at the beginning of the year to help involve all children in all year groups on the playground during break times and lunchtimes alongside lunchtime supervisor. Activities include the planned use of the new playground markings.</li> <li>● Lunchtime supervisor supports the playleaders to organise a variety of playground games and activities on rotation.</li> <li>● More structured and</li> </ul>		<p>Sustainability and suggested next steps:</p> <p>Continue to appoint and train year 4 play leaders. Regular meetings with Sports Play Leaders to gather feedback on how the organised games are working. Regularly update Playground Rota in light of this. Begin process of selecting ‘Sports Leader’ for next academic year – application form. Inform pupils for next academic year about applying to be a ‘Sports Leader’. Inform year 4 pupils about the application process and what the job involves.</p>

	<p>knowledge and skills gained from their playground leader training</p> <p>Year 4 pupils to make up own active playtime games.</p> <p>Ask children from each class to offer suggestions for changes to activities on offer at break times.</p> <p>Play leaders and lunchtime supervisor to meet with headteacher to discuss and action ideas.</p> <p>Basketballs and hoops purchased for use at playtimes.</p>	Two basketball hoops £266.22	purposeful active playtimes.	
<p>All children are able to engage in a wide range of sporting activities in all weathers to ensure they engage in at least 30 minutes of exercise a day.</p>	<p>Erect a marquee in the school field for the winter months. Plan to teach PE that cannot be taught outside into the winter months.</p>	£7812	<p>A full range of p.e activities are taught.</p> <ul style="list-style-type: none"> <li>• All children engage in at least 30 minutes of activity a day and at least one hour three times a week.</li> <li>• Time is not wasted walking to the village hall and more time is spent engaging in physical activity.</li> <li>• Children have space to engage in active lunchtimes during rainy days.</li> </ul>	<p>To erect a marquee for the winter months and use it daily for the 23/24 winter</p> <p>To purchase additional gymnastics equipment and matting for use in the marquee.</p>
<p>First aid training for sufficient numbers of staff to ensure children</p>	<p>Identify staff to attend first aid training Book First Aid training Staff</p>	paediatric first aid training	<p>First Aiders available for active events including residentials,</p>	<p>Continue to monitor numbers of staff qualified to administer</p>

can participate in a wide range of off and on site sports events and physical activities.	attend training - 4 members of staff.	supply cost £246.63  paediatric first aid training cost: £140.00  3 members of staff attended: emergency first aid training cost:£390 Supply £166.33	competitions and trips.	first aid to ensure adequate staffing is not a barrier in engaging with off site sporting events.
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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:

1.96%

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:
Sports Day involves sports leaders from Y4 and ensures full participation from all members of the school community including pre-schools. School Sports leaders are mentored by Sports Leaders from the local Middle School. Ensure the whole school is aware of the importance of PE and Sport and inspire all pupils to	Develop the role of sports leaders for KS2 pupils and engagement with the wider community.  Achievement certificates for all children at sports day using the school games values in addition to achievement stickers after each race.	N/A	Parents and children knowledgeable and excited about upcoming events.  All families had an adult representative at sports day including those who are hard to engage.	Further involvement of Year 4 sports leaders in sports day.  Continue to offer a full day of sports day events. Increase understanding of how Physical Education can impact on pupils' emotional and social wellbeing.

<p>become involved in the sporting celebrations.</p> <p>Celebration worship every week includes a celebration of sporting achievements to encourage all pupils to aspire to being involved in a range of sporting activities both at school and out of school.</p>	<p>Encourage sporting participation in the annual talent show.</p> <p>Achievements celebrated in worship (match results + notable achievements from home and in lessons etc).</p>		<p>Children were excited and motivated at the chance of being the winners of the sports day trophy.</p> <p>Winners felt very proud.</p> <p>All pupils took part in sports day.</p> <p>Reluctant children's participation celebrated.</p> <p>Increase of children celebrating sporting achievements at school.</p> <p>Schools Games Mark Gold Award achieved.</p>	<p>Invite a wider range visitors into school to share their sporting achievements with the children now we no longer have COVID restrictions.</p> <p>Engage with more of the local middle schools.</p>
<p>Pupils with gross or fine motor difficulties are identified early and supported during lessons and through bespoke interventions to develop their coordination.</p>	<p>TA trained in Learn to Move</p> <p>Assessments made of pupils identified by teachers to have fine and/or gross motor skill difficulties.</p>	<p>£200 course cost</p>	<p>Children were selected by specialist TA and class teacher based on previous assessments or observations of areas of need. Children with a physical area for development had this on a support plan. Meetings with parents/carers took place and further investigations took place where needed.</p>	<p>Planned interventions to support those children meeting the criteria after being assessed using the Learn to Move assessment tool.</p> <p>Continued use of the assessments and timetable the interventions into the school dayl.</p>

All teachers to understand the importance of physical activity in raising academic achievement and incorporate into planning across the curriculum.	New P.E Lead attendance at the Youth Sports Trust Training - Teach Active and disseminate training to all teachers in school.	Half day Supply £127.20	Increased engagement seen in drop ins and formal lesson observation.	P.E lead to monitor through dropins how physical activity is planned into the curriculum and not just into p.e lessons.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				3.2%
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:
High quality planning and assessment of PE across the school to support the ECT and staff new to the school.	Continue to subscribe to PE online scheme of work 'Get Set 4 PE' to be used by all teachers and support staff to plan pe.  Training for PE lead - Youth Sports Trust and engagement with the East Dorset School Games Organiser	£276  one days supply £250	All teachers including an ECT are confident in their ability to teach a comprehensive and balanced curriculum that is well-sequenced in accordance with the Trust progression maps.  Lesson drop ins observe high quality lessons linked to progression maps.  Increased confidence of new PE lead in school to support teachers and lead P.E in school.	To moderate and quality assure the assessment of p.e p.e across the school.  Further develop the P.E leads role within school. Plan in termly opportunities to observe lessons.

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 37.5%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
Taster sessions and blocks of sessions introducing children to a range of traditional and non-traditional sports and health enhancing activities during the school day and at Dragonflies after school club.  High quality CPD for teachers by experienced coaches.	Liaise with sports coaches to come into school for taster sessions.  Encourage sporting participation in the annual talent show to inspire pupils to take up new sporting activities outside school.  Visits by previous pupils who have excelled in a sport.  Identify pupils sporting interests on pupil surveys.  Introduction of lunchtime yoga club for all pupils on school delivered by a qualified yoga instructor. Funded places for vulnerable pupils.  Qualified yoga instructor delivered	Free          £60 funded place	At least 30% of pupils attend the village cricket club on Fridays and Sundays in the summer term. Assessments and observations of sessions show that children had good levels of engagement with this sport. Attainment was also high, with more than 80% of children working at the expected level or above in games generally by the end of the year. Children's social skills and understanding of team play and spirit had also developed as a result of these sessions –  Increase in pupils demonstrating a sporting talent in the talent show.	Explore further opportunities for taster sessions in different sports. Use assemblies to inspire and develop children's interests in new sports using visiting speakers.

<p>Continue to enhance active outdoor learning further with an emphasis on wellbeing and health as well as physical development using forest school and outdoor learning opportunities.</p>	<p>6 weeks of yoga classes to the Year one and two pupils during curriculum time observed by the class teacher as a cpd opportunity.</p> <p>Multisports After School club funded for all pupils.</p> <p>A range of different sporting activities delivered in After School Club based on the interests of the pupils attending. Opportunities include parachute, bikes and trikes, hockey, rounders and basketball.</p> <p>Encourage sporting participation in the annual talent show to showcase children's interests and a range of sports not currently offered in school.</p> <p>Forest School Specialist Teacher (from local pre-school and main feeder pre-school) to teach Forest School 'active curriculum' to all children in Reception and year one for half a day a week for the autumn and spring term. This specialist teacher will mentor and upskill teachers and teaching assistants.</p>	<p>£750 Yoga</p> <p>£900 Multiskills</p> <p>£720 for Sept to Dec</p> <p>£400 for Jan - April</p> <p>£1,231.25</p> <p>April-July</p>	<p>Pupils have signed up for Easter and summer club yoga workshops.</p> <p>Over 30% of pupils attended after school multisports club including 50% of pupils in vulnerable groups.</p> <p>Improved transition for pupils when they become the year one and two mixed age class due to their improved resilience and ability to problem solve and work in teams.</p>	<p>Develop in house weekly outdoor explorer opportunities with the class teacher and teaching assistants.</p> <p>Extension of Forest school Area to include additional wooded</p>
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	<p>Class teacher delivering outdoor adventurers for half a day a week for reception and year one pupils in the summer term.</p> <p>Purchase of specialist outdoor equipment for outdoor learning opportunities including den building equipment, whittling tools, buckets and containers and fire making equipment.</p>	<p>Forest School equipment £2,177.07</p>	<p>An evaluation of the children's physical development from baseline assessments show significant progress from starting points for all pupils.</p>	<p>area and room for a fire pit and shelter.</p>
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<p>Year 4 outdoor residential inclusive to all.</p>	<p>All year 4 pupils have the opportunity to attend a one night residential to include hiking, orienteering, team work, beach combing and fire making.</p>		<p>All pupils who attended the trip walked to Dancing Ledge showing resilience and stamina. All pupils attending took part in all the activities - no child opted out.</p>	<p>Continue to subsidise the activities and transport. Continue to book Leeson House as the chosen residential trip.</p>
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<p><b>Key indicator 5: Increased participation in competitive sport</b></p>				<p>Percentage of total allocation:</p>
				<p>2.4%</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impact</b></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>

<p>To raise the profile of Witchmapton's participation in competitive sports in Wimborne.</p>	<p>To have the school logo printed on the high visibility jackets worn at sporting events with other schools.</p>	<p>£276</p>	<p>Profile of the school has visibility improved when participating in activities out of the school grounds.</p>	<p>Continue to wear the jackets in the future.</p>
<p>Pupils of all ages access inter-school friendly competition in a range of sports, and gain positive benefits from participation.</p>	<p>Participation in inter-school competition through the 'Wimborne Area Sports Partnership' including and the Rackets Festival at a local middle school.</p>	<p>£30</p>	<p>Gold SportsMark Award KS2 pupils Pupils returned from the competition eager to continue the sport at playtimes in school to practice. Pupils and staff requested additional opportunities to play against other schools.</p>	<p>Further develop Wimborne Area Schools and those in the Initio Trust to maximise opportunities to take part in competitive sports with other schools. Continue to liaise with SGO to ensure all applicable events are advertised and attended, where possible. Work towards achieving the Platinum Award in the future.</p>
<p>All children in all year groups experience involvement in competitive races</p>	<p>New PE lead plans sports day with the previous p.e lead and also involves year 4 sports leaders. In addition to round robin events the p.e lead ensures all pupils are involved in at least one competitive track race of their choosing.</p>	<p>£107</p>	<p>All children throughout the school participated in at least one competitive race and were enthusiastic and engaged throughout. Teachers and children's comments were positive from the event</p>	<p>Continue to develop competitive sporting opportunities within school and with other local schools.</p>
<p>To ensure rigorous risk assessments</p>	<p>EVC membership 2022-23</p>	<p></p>	<p>Staff members and SLT are confident to take children off site for sporting events. Rigorous Risk</p>	<p></p>

are made before taking children off site to engage in competitive sport			Assessments in place	Purchase EVOLVE to ensure all off site events are fully compliant.
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Signed off by	
Head Teacher:	Mrs Jo Hancock
Date:	
Subject Leader:	Miss Rebecca Hancock
Date:	
Governor:	Mr Geoff Bates
Date:	