

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	£0
Total amount allocated for 2021/22	£16580
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£16557
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 16557

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>	83%
<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>	83%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<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: 44%	
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>Inclusive and engaging PE lessons, ensuring that the children acquire, develop and refine their practical skills and techniques in order to further their knowledge and understanding of PE concepts and principles.</p> <p>High-quality teaching enabling the children to develop their overall competence and to develop a life-long enjoyment of sport and being active.</p> <p>Small School Sports Partnership: organise official Physical Activity Leader</p>	<p>Highly qualified Physical Activity Leader timetabled for Wednesday, Thursday and Friday PE slots across school, as well as additional hours for extra outdoor learning.</p> <p>Extra booking of the village hall to ensure lessons are not hindered by adverse weather.</p> <p>A range of Sports learning to be provided via the iMoves platform, to ensure children find a sport that they enjoy and feel positive about learning.</p> <p>New sports equipment (for gymnastics and OAA) to ensure high equality teaching.</p> <p>MS/SM to arrange annual membership payments. Increased physical activity at break times and increased enjoyment</p>	<p>£4320</p> <p>£142</p> <p>£0 (covered in last year's budget)</p> <p>£500</p> <p>£200</p>	<p>More children (least active) engaged with physical activities during break times. Maximum 1:9 adult-child ratio for PE lessons, maximising activity time and the choice of activities on offer.</p> <p>Children are enthusiastic about PE lessons and enjoy the learning that takes place. Children are motivated by the variety of learning on offer.</p> <p>Physical Activity Leaders are busy at break times organising activities, aiming to get the least active pupils active. Majority of children partake</p>	<p>MS and TB to evaluate the running of PE lessons termly to continue to develop best practice.</p> <p>As above in addition to regular CPD opportunities to ensure best practice and to prevent stagnation of the curriculum content.</p> <p>These pupils will continue in the role for the foreseeable future. They will be supported by their class teacher and PE coordinator</p>

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<p>training for Y6 children. Pupils are to continue in their roles throughout the academic year and to assist in the training of new pupils at the end of the academic year.</p>	<p>in being active. Increased awareness of healthy lifestyles throughout school.</p>	<p>£2000</p>	<p>in break time games.</p>	<p>in this role.</p>
<p>All families made aware of their responsibility to travel actively to school wherever possible, to contribute towards child's daily activity levels and in order to create healthy habits.</p>	<p>Continue to run 'cycle to school events' to encourage children and their family's to make use of the cycle path to school. Continue to run Bikeability events in school to promote greater levels of cycling confidence and ability in order to support this.</p>	<p>£2000</p>	<p>Increased number of children cycling to school and / or travelling to school via active means</p>	<p>MS to regularly review data on how children travel to school and to devise reward scheme for those that use active means.</p>
<p>Continue to monitor groups of pupils highlighted in fitness data to ensure all groups make equal or better progress on previous years' results.</p>	<p>Teachers to make PE data available to PE coordinator to monitor so that extra support may be provided where necessary.</p>	<p>£0</p>	<p>Children continue to make expected or above expected progress within PE</p>	<p>MS to review data at the end of term to ensure consistent progress for all children and to provide support where necessary.</p>
<p>Understand physical activity (pupils, parents/carers, staff) is intrinsically linked to fitness + health and impacts on improved sleep, behaviour and attainment.</p>	<p>Cross curricular links e.g. in PSHE and by using the new iMoves platform to encourage active learning in core and foundation subjects. Continue to educate children on the wider benefits of PE and why we teach it.</p>	<p>£0</p>	<p>Increased number of children engaged in physical activity in / out of school leading to improved health and wellbeing.</p>	<p>Pupil Voice demonstrates understanding of the connection between physical and mental health.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				3%
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:
PESSPA acknowledged by all teaching staff as a means of enhancing school aims/ethos.	Cross curricular links using the new iMoves platform to encourage engaging, fun and active learning.	£0 (cost covered in last year's budget)	Pupil's knowledge and understanding in both core and foundation subjects is enhanced by active learning. Children enjoy their learning and being active in school.	MS to introduce teachers to the cross curricular links provided by iMoves in order to support the implementation of PESSPA in other subjects.
Install an outdoor sports board to raise awareness of sports and healthy lifestyles in school. E.g. participation in various competitions, advertising local clubs and providing pupils with the opportunity to share their experiences.	Time allocated during the school day for pupils to complete 'Information Posters'. Pupils encouraged to bring flyers, medals and certificates from their clubs to share with their peers / for use within the information board.	£500	Increased awareness of local clubs and increased participation.	Board to be updated termly by MS to ensure it is up to date and displaying correct details for current clubs on offer in the local community.
Children are to create sports posters for the school website– to provide/share information about external clubs they attend/ their participation in physical activity outside of school.	Time allocated for this activity will be provided within the school timetable.	£0	Increased awareness of local clubs. Increased participation. Children who partake in sport outside of school feel recognised and celebrated.	Posters to be shared on the school sports page to encourage awareness and participation.
Regular match reports uploaded onto school website and included in monthly newsletter– produced by staff and pupils.	MS to document all sporting events, achievements, news etc. and circulate within school for use on class pages and newsletters.	£0	Inform, update and engage parents, staff, pupils and local community in school sport.	MS to continue documenting sporting achievements in school through the use of the school website.
Continue to award Sports Star of the Week during celebration assembly for infants and juniors.	TB to create certificates to be given out by AW during celebration assembly	£0	Increased motivation and recognition / reward for effort.	TB / MS to maintain stock of certificates and engage in regular conversation about which children are making good progress and / or

<p>A school culture that recognises the overall importance of PESSPA through regular inclusion of Sports Premium Funding on the governor meeting agenda.</p> <p>Regular review of whether PESSPA is being effectively implemented within school through discussion with pupils, parents and staff - highlighting the importance of its effective application for both pupils and school as a whole.</p>	<p>MS/ AW to produce regular updates in addition to an end of year report presented to the full governing body, providing in detail feedback on the impact of the sports funding.</p> <p>MS to produce and distribute questionnaires for pupils / members of the school community in order to ensure consistent, effective implementation of PESSPA in school.</p>	<p>£0</p> <p>£0</p>	<p>Will ensure pupils' health and wellbeing is a key focus point within the school throughout the year.</p> <p>Increased motivation and more emphasis on sporting benefits.</p>	<p>making a particular effort</p> <p>Governors' opportunity to regularly scrutinise the implementation of PEPPSA as a method of school improvement and to voice any suggestions, ensuring consistency and effective budget allocation.</p> <p>Questionnaires are collected and data is analysed. Staff will also assess the impact on pupils throughout the school year.</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	
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:
School staff to be confident, across school, in the delivery of PE and the supporting of physical activity.	A range of planning, resources and CPD to be provided via the iMoves platform, to ensure staff confidence in PE skills and knowledge, as well as regular meetings with MS to ensure staff feel supported in this area.	£0	Staff feel confident in the delivery of PE lessons and feel that they have both the tools and support to deliver high quality lessons. Thus the subject is taught consistently and effectively.	MS to carry out regular staff surveys to ensure confidence in PE delivery and that staff feel supported in this area.
MS to continue with CPD as Sports Coordinator in order to ensure best practice and as a means of supporting other staff in school.	MS to continue to build on knowledge acquired through various workshops and CDP events to improve overall knowledge, confidence and experience.	£200	PE provision is well managed and those invested in school feel content with the standard of PESSPA. Staff feel confidence towards the sports coordinator and that they are able to receive support with the subject wherever necessary. Improved sports provision in school. Up-to-date best practice shared.	MS to actively seek CPD opportunities and to continue to sustain links with Sheffield Hallam's PCGE sports department. MS to seek opportunities to meet with other sports coordinators / observe at other schools in order to ensure best practice.
Midday supervisors will continue to receive 'lunch time sports training' via the RDSSP to ensure they are knowledgeable and confident when it comes to delivering / supporting activities at lunch times, alongside the Physical Activity Lead Pupils.	Teaching staff to model and support with lunchtime activities. Further guidance and targets given.	£0 (covered above)	Staff are able to lead / assist with fun and engaging physical activity sessions to children, including those who most require PA or have previously been reluctant during break times.	Lunchtime supervisors are equipped with additional skills and greater confidence resulting in more successful lunchtime sporting activities.

<p>Regular lesson observations of PE to ensure that teaching is consistent and effective. Staff are provided with their own CPD opportunities through constructive feedback and collaborative discussion.</p>	<p>PE co-ordinator to liaise with teaching staff- share good practice and observe lessons.</p>	<p>£0</p>	<p>Increase provision of quality PE. Teachers receiving constructive feedback. Staff working together, sharing good practice, developing their own knowledge and understanding.</p>	<p>Teachers continue to work with confidence and stay up-to-date with contemporary practice.</p>
<p>PE progression of skills curriculum map referred to regularly by staff.</p>	<p>All staff aware of and using to inform best practice. Staff are able to effectively support pupils and are informed about their long term progression.</p>	<p>£0</p>	<p>Children progressing and developing skills, ability, knowledge and understanding.</p>	<p>Pupils progression monitored and assessed.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 31%
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>A range of Sports learning to be provided via the iMoves platform, to ensure children find a sport that they enjoy and feel positive about learning.</p> <p>Junior outdoor residential. Provides the opportunity to develop class cohesion, self-esteem and confidence. Pupils experience a wide range of activities not possible throughout the normal school week, for example: rock climbing, abseiling, orienteering and gill scrambling.</p> <p>Bikeability and Balance Ability made available for all reception and KS2 children, ensuring that those who have</p>	<p>In addition to the core PE areas taught as part of the PE curriculum, provide regular taster sessions in other sports, as provided by the iMoves platform.</p> <p>AW & CL to organise itinerary and book. AW and CH to organise itinerary and book.</p> <p>MS to book instructors to deliver the sessions to all pupils.</p>	<p>£0</p> <p>(included above)</p>	<p>Children are able to participate in a wider variety of sports / activities and are increasingly aware of the many sports / activities that they are able to take up.</p> <p>Increased class cohesion – sense of unity within class. Increased opportunity to partake in OAA and develop skills in this area. Increased class cohesion – sense of unity within class. Increased opportunity to partake in OAA and develop skills in this area.</p> <p>Increased number of pupils able to confidently ride a bike. Increased</p>	<p>Invite guest speakers / professionals to deliver a session with the children to improve motivation and awareness of a wide range of sports and activities available outside of school and beyond.</p> <p>Providing pupils with the opportunity to engage with a wider range of physical activities will enhance their interests and provide them with a deeper insight to the opportunities available to them. Evidence of pupils participating in extra-curricular activities such as fencing and abseiling post visit. Igniting interest and providing opportunities</p> <p>Providing the pupils with the opportunity to increase their</p>

<p>not learnt to cycle outside of school are given the opportunity within school</p> <p>Continue with external coaching sessions in school from local sports clubs & providers e.g. Darley Dale Cricket Club, Bakewell Golf Club etc.</p> <p>Opportunities for a wider range of activities through the use of the green zone.</p>	<p>Sustain links with local sports clubs.</p> <p>Ongoing weekly throughout the academic year. Infants: Wednesday afternoon Junior: Thursday afternoon.</p>	<p>£0 – sessions run for free.</p> <p>£5295</p>	<p>road safety enabling children to ride independently. Increase participation in physical exercise. Increased numbers of children using the cycle path into school.</p> <p>Children being taught by a range of qualified adults with different skills. Access to a wider range of physical activities.</p> <p>Children develop life-long healthy habits through engagement with the outdoors. The children are physically active and continue to develop their physical literacy and fine motor skills through a range of activities provided.</p>	<p>cycling proficiency will equip pupils with essential skills to help establish regular exercise habits and routines.</p> <p>Continue to maintain links with local clubs, as well as reaching out to additional, new clubs to create new links and further widen provision.</p> <p>A love of the outdoors established early on, instilling and reinforcing positive attitudes towards physical activity.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				21%
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:
ALL children to participate in Extra Time sporting events, regardless of ability, age, gender etc., including SEND and PP children, giving children the opportunity to represent school in competitive sport.	High quality, targeted PE lessons ensure that children are equipped with the skills and knowledge to take part in these cluster events and feel positive / confident about their participation. SM to book annual membership.	£1400	Pupils experiencing the competitive nature of sport. Increased levels of teamwork and resilience.	Participating in competitive sport is considered a vital role in children's overall development. Opportunities for pupils of all abilities will continue to be provided regularly throughout the academic year.
Hiring of coaches to transport children to cluster events.	SM to book coaches.	£3000	All pupils are given the opportunity to compete in local tournaments and represent school.	Opportunities for pupils of all abilities will continue to be provided regularly throughout the academic year.
Annual sports day that is inclusive and enables every child to compete with the support of their peers, parents / carers and the wider school community.	TB & MS to organise annually, including certificates for 'sportsmanship', 'resilience', 'teamwork' etc. in order to highlight the importance of 'taking part'.	£0	All children are given the opportunity to compete against others in front of an audience. Children feel confident and positive about taking part, and recognise the benefit of hard work, self-belief and determination. Children are able to develop life skills by experiencing the range of emotions that form a part of competitive sports.	Children look forward to sports day and are positive / eager to compete. Children are able to experience familial / community support and seek to transfer the experience into life outside of school and beyond.
Children are encouraged to bring certificates / medals etc., that have been	AW to invite children out during collective worship / celebration	£0	Children feel that their personal hard work, commitment and talent has	Children at Rowsley C of E recognise the importance of

won through external sports competitions, in to school for the recognition of the school community.	assembly to allow the children to share their successes.		been recognised and celebrated by school and the school community, inspiring others and leading to increased participation in competitive sports outside of school.	partaking in competitive sports and feel proud to share their achievements. A culture that celebrates all active children, regardless of their chosen sport or sporting ability, is fostered and supported by school.
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Signed off by	
Head Teacher:	Alexia Wyer
Date:	30/06/23
Subject Leader:	Marie Sutton
Date:	30/06/23
Governor:	
Date:	