

# 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. The funding **should** be spent by 31<sup>st</sup> July but the DfE has stated that there will be **no clawback** of any unspent money so this can be carried forward into 2023/24.

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](#).

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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£17,990
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17,910
Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023.	£17,910

## 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. <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>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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 2023. Please see note above	96%
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	77%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	81%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes/ <b>No</b>

## 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, 910	Date Updated: 20 <sup>th</sup> July 2023	
<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				Percentage of total allocation: 63.5%
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 benefit from a progressive scheme of work, written with careful consideration of the aims of the National Curriculum, to ensure a wealth of opportunities to develop physical skills as well as developing the whole child.	2 x 1 hour PE Sessions (from Ipswich Town Football Club) each week for 2 classes per term on a rota basis	£3, 325	This supports an additional 11 hours per year of physical activity for every child with an impact of increased participation in lessons and improvement of skills.	Continuation of contract with ITFC for next year.
Children engaged in high quality play/regular activity throughout lunchtime break to increase: mental wellbeing, pupil aerobic activity, team building and communication; balance, co-ordination and core strength; skill, tactic and to encourage pupils to independently design and build.	Employment of two sports coaches/play leaders working lunchtime sessions to promote active lunchtimes and minimum of 30 minutes of physical activity per day. Year groups engaged in daily physical activity on the field/playground for approx' 30 minutes a day.  Purchase of KS1 and KS2 skipping rope sets  Training for our new Ambassadors (Sports Leaders).	£7,169         £280	Increase in daily physical activity supporting health and mental wellbeing.  New sports equipment including skipping ropes purchased, with impact of increased participation and improvement of skills, as more children have equipment that is fit for purpose.	Liaise with coaches/play leaders to maintain and development role. Upskill midday supervisors and TA's to allow them to promote enhanced activity and skill.

Provision of before/after school sporting clubs for children through "Sportsbox" and Wrap Around Care Provision for identified children.	Wide variety of after school clubs, catering for different sporting interests: gymnastics, football, dance, multi-sports, netball, and for children from EYFS to Year 6.	£600	Increase of sports club and wrap around provision for identified children who otherwise would not access this provision.	
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				4%
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:
To encourage pupils to take on leadership roles that support sport and physical activity within Trimley St Martin Primary School (Sports Ambassadors).	Sports Leader Ambassadors internal training for our new leaders and mid-day supervisor training. SLT and Sports Coach to train.	Staff Time	Children interviewed and doing a fabulous job!	New Ambassadors to receive training in autumn term.
To embed physical activity into the school day through active break times and active lessons and teaching.	Classes to use GoNoodle to engage children in active breaks in or between lessons to increase regular physical activity	Staff Time	Children take part in regular active breaks throughout the day - opportunity to move more during class time. Children wear PE kit to school to maximise time spent in PE lessons.	PE Lead to monitor and measure continuing impact use of GoNoodle through pupil and staff voice questionnaires.
Pupils, staff and parents are aware of sporting activities and achievements across the school.	Results and photos to be celebrated/ displayed/promoted via News blog (school website), Seesaw/Tapestry (digital platforms) and Your School Games website  School participation at external sporting competitions.	Sports Coach time: SLT time  £700 travel	Positive relationship building for life. Demonstration of leadership, teamwork and communication skills, alongside facing new challenges. Increase in confidence.	To ensure ALL children are prepared to participate in any sporting event (ie: trained to compete in the high jump, trained to swim in a comp').

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				27.5%
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 staff with professional development, mentoring, training and resources to help them ensure confidence and teach PE and sport more effectively to all pupils, embedding physical activity across Trimley St Martin.</p> <p>Swimming TAs are provided with on-going CPD (modelling of teaching by the swimming coach) to enable more confidence in their role to support our swimming teacher to promote excellence in swimming.</p> <p>Qualified sports coaches and PE lead to work with teachers and mid-day supervisors to enhance or extend current opportunities.</p>	<p>To use qualified sports coach to work alongside teachers to team teach-enhance or extend current opportunities including use of Wildwood.</p> <p>Adapted Scheme of Work is embedded with clear curriculum mapping and progression of skills across all phases.</p> <p>TA to support, team teach and qualified swimming coach models teaching.</p> <p>Staff confident to deliver quality sporting opportunities. Mid-day supervisors to work cooperatively with children during lunchtimes.</p>	<p>Employment of sports coach/teacher to deliver additional PE (£2,518)</p> <p>Staff training and release to ensure staff are confident in supporting the PE (£2,208)</p> <p>£210 (35% of cost) •</p>	<p>Children taking part in lessons that are confidently delivered by sports coach.</p> <p>PE leads to be secure in whole school curriculum overview and 3Is</p> <p>SofW and curriculum Pathway updated and used throughout the school to ensure children given a wealth of opportunities to develop their physical skills as well as developing the whole child.</p> <p>• Observation of swimming teacher (sports coach) and TA to ensure a safe, supportive environment is promoted with success in recent swimming gala- 3rd</p>	<p>Continue to use School Sports Partnership to support staff CPD- put in diary throughout the year – tag rugby, hockey, athletics, etc.</p> <p>PE lead to continue accessing workshops through SSP.</p> <p>Monitor use and impact of GoNoodle across the school.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				1.5%
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>Additional achievements:</p> <p>Enrolment in Sports Partnership to enable children to take part in a variety of interschool sporting events.</p> <p>Transportation to and from events and avoid charging and increase participation.</p> <p>Increase the number and range of afterschool clubs offered from 3 days to 4 days a week</p>	<p>Part of Felixstowe schools' sports pyramid. At least 12 sporting events planned for the academic year that we will attend.</p> <p>Sports coach to run KS1 and KS2 after school clubs.</p>	<p>£600</p> <p>£700 approx</p> <p>£300 to support PP participation</p>	<p>Sports coach provided KS1 and KS2 children with a variety of activities linked to the curriculum</p> <p>Use of "Sportsbox" (external provider) provided 4 days of after school club provision.</p> <p>Introduction of pre-school Sunday morning club for Reception and pre-school siblings.</p>	<p>Sports coach to develop whole year afterschool provision.</p> <p>Greater links for taster sessions to be created. Continued use of external provision from Rotary Club for example.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2.5%
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>Enrolment in Sports partnership to enable children to take part in a variety of interschool sporting events.</p> <p>(Attend more Level 2 competitions across a variety of sports and age groups).</p> <p>Transportation to and from events avoid charging and increase participation.</p> <p>Interschool competition taking place to raise children's competitiveness against each other.</p> <p>Hold Intraschool sporting tournaments throughout the year/at end of units</p>	<p>Re-join School Games and School Sports Partnership.</p> <p>Increased participation in IPSSA festivals and competitions.</p> <p>Fixtures for a variety of sports made available to children throughout the year. Linking to local sporting events to prepare children for competitions.</p>	<p>£600</p> <p>£700 approx</p>	<p>Increased participation in key IPSSA competitions and participated in various intra and inter school competitive tournaments, including for the first events specific for SEND. 2<sup>nd</sup> place in (SEND) ten pin bowling competition.</p> <p>Participation in girls only football at ITFC.</p> <p>Participation in new event with schools across Suffolk- "Santa Dash" (whole school distance running).</p> <p>Informal/Intraschool competitions introduced</p>	<p>Funding is put aside at the beginning of the year to allow for transportation for events</p> <p>Ensure IPSSA, athletic comps are planned for well and that children are trained to compete/play.</p> <p>Increase participation of IPSSA competitions starting Sept.</p>
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Signed off by	
Head Teacher:	Samantha Ross
Date:	20.7.23
Subject Leader:	Samantha Ross/Thomas Childs
Date:	20.7.23
Governor:	Carl Osborne
Date:	20.7.23