



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 allocated for 2022/23	£19500
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£19500

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. 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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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. Please see note above	20%
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	20%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	5%
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?	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: £19500		Date Updated: July 2023	
<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:
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>Raising the profile of PE and physical activity amongst the school.</p> <p>Pupils need to know (and complete) at least 2 hours of physical activity throughout their day – through a variety of ways; including PE lessons.</p> <p>To continue to improve and increase physical activity levels.</p>	<p>Target the least active / PPG / low confidence to attend early morning physical activity clubs/OSHL clubs</p> <p>Provide equipment to enable active break and lunchtimes</p> <p>-Active playtimes started through training of TA's</p> <p>-Adult to support in playground with delivery and running of activities</p> <p>-Dedicated member of staff to cover PE lessons</p> <p>-PE clubs start straight away</p> <p>-Audit lunchtimes through Better Lunchtime accreditation</p>		<p>£5,000 per term</p> <p>£1,000 equipment</p> <p>£2000</p>	<p>Activity levels at playtime is good amongst previously less active children.</p> <p>For a high proportion of attendees, attending the early morning club has allowed them to be part of an activity club which they are unable to access before or after school due to various barriers.</p> <p>Clubs delivered as early morning and after school depending on demand.</p> <p>Average attendance at clubs has increased this year.</p>	<p>Continuously monitor physical activity levels and identify the most appropriate target groups to achieve maximum impact.</p> <p>Review zones through school council. Monitor training needs for staff. Monitor resources and audit each half term.</p> <p>Review of adult support showed that it was beneficial to have adult leaders managing the playground zone. Will continue next year.</p>

			<ul style="list-style-type: none"> - Positive attitudes to health and well-being - Pupil concentration, commitment, self-esteem and behaviour enhanced for sports ambassadors - Positive behaviour and a sense of fair play enhanced by using Bronze Ambassadors as role models - Pupils activity at lunch and break increased - ALL children taking part in daily additional activities such regularly - Sports Leaders support active play across the school - Children across the school more active on a daily basis and enjoy being active -More children accessing sporting events at TPS <p>Evidence –</p> <ul style="list-style-type: none"> - Curriculum map - PE policy - Registers of participation for events - Extra-curricular data 	
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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:

Intent	Implementation	Impact	Percentage of total allocation:
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 :	Sustainability and suggested next steps:
Rising the profile of PE and physical activity amongst the school. To continue to increase pupils' knowledge and awareness of mental health.	<p>Target least active children to part take in clubs.</p> <p>To engage PPG / SEND who may not be able to access after school clubs in before school clubs.</p> <p>-SSCO to run Sports Leaders training for Yr 6 and Year 5 (Summer)</p> <p>-Yr 6/Yr 5 the lead Sports Day for KS 1 and</p>	<p>£4500 buy in for SSCO participation</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>Some of the children who have attended Clubs have represented the school in inter-school physical activity / sporting events and have taken up an extra-curricular club</p> <p>Dedicated time to PE. Not lost with other subjects.</p> <p>Swimming has been put into Yr 4 timetables</p> <p>Sports Leaders – recruit new children so they can receive training from the SSCO</p> <p>Continue to find opportunities for Year 6 to run sessions using their</p>

	<p>EYFS (Summer)</p> <p>Whole school training in First Aid for all pupils.</p> <p>As a school we contribute funding to sustain the Croydon School Sport Partnership which provides the following opportunities:</p> <ul style="list-style-type: none"> • Purchase of Real PE • Additional competitions outside of the School Games programme • Comprehensive CPD programme • PE Conference • Outdoor activity days • Sports Day support • Support from partnership lead for team teaching and staff training. • Sports Leader training 	<p>£1500</p>	<p>Year 6 support Year 1 during lunchtimes transition in September. Known as Howard Helpers. Support with Physical Activity in zones</p>	<p>training</p> <p>Good opportunity for pupils to learn basic First Aid and feel confident in age appropriate First Aid training (inc CPR for Year 6)</p> <p>Continue to have coordinated approach and role out to KS1</p>
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			<p>The sports leaders have developed their leadership skills which has then benefited other events they have helped to run</p> <ul style="list-style-type: none"> - Personal development (physical skills, thinking skills, social skills and personal skills). - Attainment and achievement, behaviour and attendance. - PE physical activity and school sport have a high profile and are celebrated across the life of the school - SMSC - Children learn to respect and work with each other, exercise self-discipline and act in a safe and sensible manner. - Continued progression of all pupils during curriculum PE lessons. - Pupil interviews inform us that pupils enjoy their PE lessons and that pupils enjoy the variety of activities on offer during curriculum PE. - Successful sports day held – ALL pupils able to participate fully with parents in attendance. 	<p>existing sports leaders.</p> <p>In September promote the playground clubs that the Sports Leaders run during lunchtime.</p> <p>Survey our children to find out who would benefit from further physical activity interventions.</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:
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>- Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment.</p> <p>- To encourage coaches employed to deliver the PE curriculum, to increasingly involve school staff supporting lessons - to increase their confidence in delivery of the subject.</p> <p>- Lesson observations to monitor staff effectiveness and confidence</p> <p>- Questionnaire to monitor pupil and staff attitudes towards progression in PE</p>	<p>Staff confidence in delivering PE lessons is improving</p> <ul style="list-style-type: none"> • CPD opportunities provided through the Croydon School Sport Partnership CPD programme. • Use specialist coaches and providers for team teaching & staff training to increase the knowledge and confidence of staff in delivering PE. • Purchase quality assured resources to support teachers and support staff • Subject Leader to attend relevant sport conferences and network meetings to gain relevant information. 	<p>£4500 buy in for SSCO</p> <p>£174 per day</p> <p>Release time for PE coordinator to observe lessons/plan staff meetings</p>	<p>Attendance at the PE conference allowing networking with other colleagues in the local area.</p> <p>Staff are more confident in their delivery.</p> <p>Continued progression of all pupils during curriculum PE lessons.</p> <p>Staff are more confident at ensuring all need is covered and therefore there is a more inclusive curriculum which inspires and engages all pupils.</p> <p>Curriculum provision has been developed through new ideas incorporated to motivate the children.</p> <p>As a result of high quality teaching, more children have had the skills and the confidence to take part in the weekly TPS sporting events.</p>
			Sustainability and suggested next steps:
			ECT feels confident using Jasmine

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				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:
<p>To allow the children further experiences within the curriculum.</p> <p>Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs.</p> <p>Ensure our school are providing activities that will engage the most pupils as well as the least active.</p> <p>Develop opportunities for pupils to access community sport in order to develop social skills, leadership and communication outside of school.</p> <p>Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, competitions and events. –</p> <p>Continue to offer additional extracurricular opportunities for all pupils to take part in physical activity and sport</p> <p>Children participate in festivals/ tournaments held through CSSP</p>	<p>Provide the necessary equipment to ensure extra-curricular clubs can run. Admin required to enable pupils to join the broad range of extra-curricular physical activity clubs.</p> <p>To develop links with external agencies in the community to ensure more pupils participate in community clubs outside of school</p> <p>Provide opportunities for the least confident and the least active to attend exciting, varied and a new range of activities through the school sport partnership.</p> <p>Review extra-curricular activities through pupil voice</p> <p>Employ sports coaches to provide appropriate extra-curricular sporting opportunities and to improve sports skills in children through increased opportunities in school and the wider community</p>	<p>£276.84</p> <p>Complete PE subscription £105 Equipment (see earlier)</p>	<p>The continuation of our extended extra curricular provision has seen up-take from those children who shy away or do not like team or competitive sports increase.</p> <p>Sports days were very well attended by parents and carers.</p> <p>Registers from additional clubs have shown an increase in participation particularly of vulnerable children. Increase in attendance of extra curricular clubs</p> <p>Reduction of pupils not meeting 30 minutes physical activity per day Increase in % of pupils attending community clubs</p> <ul style="list-style-type: none"> - Increased pupil participation - Enhanced quality of delivery of activities - Increased staffing capacity and sustainability - Improved behaviour and attendance and reduction of low level disruption - Increased pupil awareness of opportunities available in the community - improved physical, technical, tactical and mental understanding of a range of 	<p>Complete pupil survey every year to allow student voice to influence our extra-curricular sports programme.</p> <p>- Further increase opportunities for EY children in and out of school</p>

	<ul style="list-style-type: none"> - To keep the website/ noticeboards up to-date range of clubs currently on offer (changeable throughout the year) - Children to attend the extracurricular clubs. - School to enter children into sporting festivals/ competitions. - Links made with coaches and outside clubs – tennis/ cricket /rugby /football /hockey - Equipment continues to provide opportunities during break and lunchtimes -Audit of sports on offer in curriculum time as well as those available as after school clubs. -Liaise with SSCO to provide additional opportunities across all year groups throughout the year of sports that would not readily be available SSCO to provide resources and equipment Links with different sporting clubs created providing wider opportunities in school Links to outside clubs for 1 off PE sessions in new sports funded through Grant (gymnastics/tennis etc) 		<p>sports</p> <ul style="list-style-type: none"> - Developed wider life skills which build on from the PE lessons, i.e. communication, teamwork, fair play and leadership - Coaches signposting children to community sessions. 	
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Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:	
			16%	
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>Working to ensure maximum uptake of our extra-curricular clubs to engage as many pupils in extracurricular clubs as possible.</p> <p>Provide opportunities for all pupils to challenge themselves through inter school sport where the pupils' motivation, competence and confidence are at the center of the competition.</p>	<p>Admin required to enable pupils to join the extra-curricular clubs. – Encourage the PPG and vulnerable to attend.</p> <p>Identify pupils who would benefit from certain events.</p>	<p>£4500 buy in for SSCO Participation</p> <p>£175per day</p>		<p>The enhanced extra-curricular program to run again.</p> <p>To continue to enter events that are held across the local area in a range of sports / physical activities.</p>
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<p>To participate in School Games competitions and other events.</p> <p>To provide opportunities for pupils with SEND, the least active and the least confident to attend competitions, festivals and events.</p> <p>Enter external events to give pupils the opportunity to compete against other schools</p>	<p>Run regular sports competitions for pupils across different sports.</p> <p>Ensure pupils get opportunity to take part in local competitive leagues, tournaments and festivals.</p> <p>Apply for the School Games Mark 2023.</p> <p>Use external coaches to run competitions to increase pupils' participation.</p> <p>To develop links with external agencies in the community to ensure more pupils participate in community clubs outside of school</p>		<p>school in a festival / game / tournament.</p> <p>Many different events have been attended. The number of events attended is higher than the previous academic year including –</p> <ul style="list-style-type: none"> Netball Basketball Cross-Country Dance competitions Panathlon 	<p>Review attendance data and identify pupils for appropriate opportunities. Continue to monitor which pupils representing school in competitive sport and allow us to identify those that have not.</p> <p>Continue to monitor % of pupils representing school in competitive sport and allow us to identify those that have not.</p> <p>Continue to attend Partnership half-termly meetings to help shape the offer to ensure it is appropriate for our pupils and of the highest quality.</p> <ul style="list-style-type: none"> - Further widen opportunities for pupils to take part in competitive sporting events - Investigate further use of inter house competitions/ children leading own events
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Signed off by	
Head Teacher:	Jackie De Saulles
Date:	18/07/23
Subject Leader:	Jo Handley
Date:	18/07/23
Governor:	John Robinson
Date:	18/07.23