

The Primary PE and Sport Premium

Planning, reporting and
evaluating website tool

Updated April 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** to the quality of Physical Education, School Sport and Physical

they offer. This means that you should use the Primary PE and

- 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

sustainable improvements
Activity (PESSPA)
sport premium to:



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	£ 16,600
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 0
Total amount allocated for 2022/23	£ 16,600
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 16,139

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>	75%
<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. Please see note above</p>	75%
<p>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</p>	75%
<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

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:16,600		Date Updated: 13.6.23	
Key indicator 1: The engagement of all 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:
					40%
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?:
ACET PE Co-ordinator based at TNJA teaching PE to a high level and delivering a broad and balanced curriculum in which lessons are planned, pupils progress is assessed and monitored, competitions are entered based on current learning and wider opportunities are given to pupils to develop both physically and mentally.		All students to receive 2 hours high quality PE each week which is delivered off of the ACET PE curriculum tailored to their year group. Progress is tracked from the start to the end of the year. Staff to follow the tracking and assessment criteria for all pupils from EYFS through to Y6.		Free	All staff teaching PE are following the ACET schemes of work and assessment criteria. Students are monitored each half term and their levels are recorded on SIMs which is now tracked to ensure progress is made. The new ACET schemes focus on developing skills from the previous year. Children are developing knowledge and understanding of PE specific skills that builds each year. They are familiar with the assessment criteria as it is used in lessons and begin to understand what level they are at and what they need to do to improve. The schemes incorporate science and RHSE links each half term relevant to the specific Key Stage.
Sustainability and suggested next steps:					
School PE to continue to hold a high profile in school with 2 hours of PE timetabled weekly following the ACET SOW and assessment criteria to ensure consistency across the academy					

Swimming lessons and transport for the academic year.	Pupils are to swim throughout the year to work towards meeting the guidelines of the NC.	£4,715.00	Pupils have worked hard to meet the NC standards, this will continue with additional blocks next year for some students as they move up year groups.	Swimming sessions may be swapped to include some Year 5/6 pupils which are still to meet the national requirements for swimming as well as the next LKS2 cohort.
EYFS outdoor equipment storage	Gross and fine motor equipment to be kept in this storage unit to ensure its longevity for use.	£614	This will ensure all outdoor equipment can be kept out of the rain and sun which may cause discolouration, rust and further damage resulting in new equipment needing to be ordered.	Continue to use regularly to ensure equipment upkeep.
EYFS equipment.	Equipment which will boost the outdoor provision to allow pupils to further grow their fine and gross motor skills.	£1060	Pupils now have equipment which improves grip strength, ability to pour, scoop, mix, trip and measure.	Equipment to be stored in the storage unit previously purchased.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				9%

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:
PE Display boards – here pupils will be able to follow their PE journey throughout the year and the key skills which they will cover. Stars of the half term will be posted with pictures from each classes learning being displayed on the board for parents and pupils to see. A PE working wall will be introduced to allow pupils to look at this in their own time or lesson times to reinforce their learning and aid development for visual learners.	Children will know what is happening across all year groups and what kind of PE they can expect when they move up through the academy. Pupils work will also be displayed along with PE values and expectations linking to PE as well as a working wall and vocabulary wall.	£ 200	Children will be able to recite values we have in PE and their importance, can explain what they are and how they can demonstrate them in PE and throughout school. Pupils will also be able to use the working wall as a reference point during all PE lessons to aid learning.	Continued use with a focus of increased use of vocabulary.
Cross Curricular Dance workshop	Pupils to experience and learning dancing from another culture which is relevant to the time of year and what they are learning about currently.	£600	Pupils enjoyed learning about Chinese New Year, being exposed to new styles of music and being able to perform what they had learnt.	Continue to look at events and topics which could be linking to creative and active learning for pupils.
Equipment order for improved teaching of the curriculum and wider opportunities for pupils.	Equipment to allow pupils to access more of the curriculum areas with ease. Equipment which can be differentiated from HAP Year 2 – LAP Year 6	£400	Pupils will find it easier to use smaller Basketballs when learning how to dribble, pass and shoot in the lower key stages.	Equipment to be stored in a dry place to ensure longevity for future use.

Netball post covers	Ensure safety during PE lessons and break times.	£200	There will be a soft cushioning around exposed poles which are used throughout the academic year.	Continue to use throughout the academic year to ensure safety when using or around these poles.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				12%
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:
Keep up-to-date with knowledge of PE and sport through ACET PE meetings, sharing of ideas and attending CPD and training courses through ROSIS.	Continue to develop as a practitioner by attending half termly meetings, working with staff, sharing resources and allowing to for self led CPD to take place to improve to levels of understanding and quality of teaching for each sporting area of the curriculum.	£2000	Staff knowledge and experience has been up-skilled in areas which require development such as Dance and Tag rugby by external partnerships with ACET as well as CPD sessions from within the trust.	Continue to develop knowledge and competence of all staff across the academy.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				13%
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:
Extra-curricular provision at TNJA Additional credits purchased from SHAPE partnership to run additional club throughout the year.	Pupils will have been provided with continuous weekly afterschool provision from external providers.	£1050	Pupils have had the opportunity to take part in free after school clubs which have local club links for them to carry on with the activity outside of the school setting if needed.	The academy to look to alternatives for providing after school provisions which may involve contacting local clubs directly.

Updated field markings termly for pupils to access a range of sports within their curriculum.	Pupils to experience a broad range of activities which develop them across all areas of the National Curriculum. Improved lesson planning with the addition of grids	£1000	Pupils learnt rules for games and sports which they would not have been able to put in to practice on unmarked pitches.	Continued provision to allow pupils to have access to a wide range of sports as a part of their curriculum.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				26%
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:
Transport for competitions throughout the academic year.	Pupils from each class have taken part in a number of competitions which have reinforced learning through healthy competition against local schools and schools within our trust.	£2000	ACET Staff have been able to compare assessments of pupils to ensure consistency when grading pupils on their ability in PE. Pupils have a more embedded experience of ACET and the feeling of belonging to a trust alongside the importance of the school games vales.	Continued development of the ACET PE Curriculum through healthy competition.
SHAPE partnership affiliation for the academic year	Pupils will experience half termly intra sports competitions which are aimed to boost participation and physical literacy. Pupils have also had access to SHAPE competitions where they represent the academy in extracurricular events.	£2000	Pupils have a chance to represent their house with intra competitions and feel a sense of togetherness and pride when representing their house. Each class has attended an event in which they have represented the academy which reinforces the learning they have	Potential explorations into other options for local event and competitions whilst at ensuring there is a focus on school sports still progressing and holding a high profile within the academy.

Hire of Shirebrook academy hall	KS2 pupils to take part in competitions around what they have been focusing on in PE	£300	<p>completed within their PE curriculum lessons.</p> <p>Pupils were able to put in to practice what they have been learning in PE in a healthy balanced competition. Pupils were able to compete against other students of a very similar ability which boosted their confidence in the sports they covered.</p>	Continued competition with local Derbyshire academies in the trust with a similar demographic.
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Head Teacher:	Lecia Carter
Date:	12.6.23
Subject Leader:	Ben Otter

Date:	12.6.23
Governor:	
Date:	