

# 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	£
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£18,440
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 18,440

## 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>	100%
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 2022. Please see note above	32%
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	40%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	48%
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?	No

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.

Created by:  **Association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

Supported by:  **SPORT ENGLAND**  **UK COACHING**  **UC active** University of Cambridge

LOTTERY FUNDED

<p>EYFS and KS1 pupils will be taught the fundamentals of attacking and defending, invasion and striking and fielding.</p> <p>EYFS and KS1 will receive dance and gymnastics lessons, where they should show their creative side to create short motifs and routines. They will be able to perform the routines to the rest of the class after practice.</p> <p>These will be taught using a variety of sports.</p> <p>During KS2 the fundamentals of PE will be built upon: The pupils will be introduced to specific invasion, attacking and defending and striking and fielding games. Examples of these will be football, basketball, rounders, dodgeball and netball.</p> <p>The pupils will know and be able to use a variety of passes, be able to find and use space effectively, strike a ball using a variety of bats. They should understand the concept of fielding.</p> <p>Pupils should show a good knowledge</p>	<p>provide a package to support a number of different areas of the curriculum.</p> <p>The package includes; SSP Membership Dance specialist, 2 hours for 6 weeks. PE and school sport audit package. Active kids. Young leaders' course. CPD for staff – 3 sessions.</p>	<p>followed this up by googling him at home, and requesting to join local sports clubs.</p> <p>Knowledge and skills learnt in PE lessons enabled children in year 4 to be successful to achieve gold in an event at the primary school games.</p> <p>Children in year 5 were confident, following support from a dance specialist, to perform a rehearsed piece to parents. This was well received by both children and parents.</p> <p>14 year 5 children completed the sports leader course from the SSP. Post-course comments showed that they valued the opportunity to develop their communication, teamwork and leadership skills. These children support with active play at lunchtime and went on to lead activities at the KS1 sports morning. Feedback from KS1 staff and children regarding their leadership was wholly positive, with sports leaders themselves reporting that they felt well trained, prepared and</p>	<p>academic year has been postponed, at the WNSSP's request to the 4<sup>th</sup> September.</p>
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and understanding of rules.  KS2 pupils will also show that they can improve flexibility and balance in gymnastics and dance lessons. KS2 will be asked to compose dance and gymnastics routines, practise and perform to the rest of the class.			confident to support the younger children.  Use of the school audit tool, provided by the SSP shows that Glade continues to improve its PE offering and engagement in school sport.	
<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: 37%
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:
Ensure outdoor play for EYFS is sufficiently challenging.  Positive and active lunch and break time experiences for all children. This will increase positive play, resulting in social and emotional benefits and will also have huge health benefits as the children are engaged in more activity.  There will be cross curricular links with maths and literacy.	A member of support staff goes into Early Years each afternoon to work with a selected group of children. The children were selected as they have needs around improving confidence, social skills, gross and fine motor skills.  A member of support staff to work with a group of Year 6 as playground leaders to encourage more play at lunchtime.  The support staff will liaise with	£3136  £1540  £2089	The percentage of children with a good level of gross motor development in EYFS rose from 78% on entry to 94% on exit from EYFS.  The percentage of children with a good level of fine motor development in EYFS rose from 47% on entry to 87.5% on exit from EYFS.  EYFS staff report that children's confidence in their PE lessons has risen over the year, this will r	Continue to fund support staff in EYFS and at lunchtime, to support children in their development of physical play in these settings, and at lunchtime to support the playleaders in their role.

<p>To raise the profile of PE and school sport by providing uniforms for new staff.</p> <p>To support pupils in thinking for themselves, taking the initiative, showing leadership skills and qualities, instilling excellent attitudes in others.</p>	<p>the PE lead, audit play equipment and order any extra equipment. School council will be involved with the decision-making process. Equipment to be bought for playtimes. New goal posts need to be purchased.</p> <p>PE lead to liaise with English and Maths lead to increase the amount of cross curricular links during PE lessons.</p> <p>PE lead to corporate Tiger and provide each new member of teaching staff with a Glade Academy t shirt and hoodie.</p> <p>The year 6 class will be used as leaders on the two sports days and take part in a sports leader course. This will be provided by Kings Lynn Sports Partnership via the young leaders' course.</p> <p>The pupils will work with younger years to assist the subject lead with the smooth running of the days.</p>	<p>£0</p> <p>£3770 (as previously stated)</p>	<p>have been supported by the adult supporting physical play for the selected children.</p> <p>EYFS children confidently joined their peers in KS1 to take part in the sports morning.</p> <p>Purposeful physical play at lunchtime has been observed to increase, together with a perceived fall in lunchtime behavior incidents (particularly in EYFS and KS1). This can be tracked to the involvement of the playleaders, the member of support staff to support physical play and the purchase of new physical play equipment.</p> <p>Children are observed to engage well with the new purchases, which were sourced in line with the requests school council gathered from their classes.</p>	<p>The purchase of further PE uniform for staff was deferred to 23/24 in order to reallocate spending to the purchase of a new PE scheme of work to support staff with planning, sequencing and outcome expectations in PE lessons.</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:
				8%
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 MTPs are to be written and shared by the PE subject leader. The PE subject leader will monitor and support staff with PE lessons; this is to ensure that the quality of learning and teaching in P.E. is sufficiently high.	PE subject leader to write the MTPs for each unit of work. PE subject leader will put the MTPs on the Glade shared area. PE subject lead will carry out staff perception surveys to improve the quality of the MTPs and make any changes that can help staff use them more effectively.	£3770 (as previously stated)	The staff audit and monitoring of PE planning identified that use of the PE plans, previously written by the sports specialist prior to this year was not sustainable. Money was therefore reallocated to purchase of a new scheme of work to support with planning, sequencing and outcome expectations in PE lessons.	Audit PE equipment and purchase the equipment required to support the new scheme.
All members of staff to receive a half term of CPD in PE. This is to increase the knowledge and understanding of a range of sports and improve the quality of teaching and learning in P.E.	This will be carried out by the Kings Lynn Partnership. PE subject lead to organise staff who will be receiving the CPD. Purchase of PE scheme of work	£1375	This was purchased out of the 22/23 funding in order to allow preparation and resourcing for the new school year.  To ensure consistency and appropriate sequencing, and to secure value for money, a 3-year subscription was purchased.	Ensure that the CPD scheduled supports the delivery of the new scheme of work.  Monitor the implementation and impact of the new scheme of work on outcomes for learners.



			Cost - £1375	
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				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:
A larger number of children engaging in sport activities, resulting in a greater level of physical, mental and emotional health and well-being across the school.  Additional achievements:	Premier Sport Education coaches will deliver an extra-curricular program with a broader variety of activities...offering a variety of activities during extra-curricular activities.	£4880 (as previously stated)	The impact report from premier education shows that 77% of places offered at extra-curricular clubs were filled, with boys being twice as likely to attend extracurricular sports club as girls.  The PE lead has also worked with premier education to host multi-activity holiday clubs during the Easter and summer holidays. These clubs are targeted towards PP and	Further investigate girls' use of extracurricular sports clubs and work to close the gender gap.  Continue to work with Premier Education to provide multi-activity holiday clubs to benefit all children at Glade, but in particular those who are disadvantaged.

			<p>disadvantaged children, with priority being given to pupils at Glade, but with paying children also able to enroll.</p> <p>The initial club at Easter was well attended and initial bookings for the summer holiday are strong with around 18 children booked on each day.</p> <p>Donation, through FHSSP, of cricket equipment in order to enable future lessons and extracurricular access to cricket.</p>	Continue to facilitate links with Suffolk cricket to provide access to this.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				8%
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	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:

consolidate through practice:				
Increased participation in competitive sport will increase the confidence of the children, as well as their self-esteem and mental and emotional well-being.	<p>Transport for competitions to be paid for from the sports premium funding.</p> <p>Glade Academy will sign up to the FHSSP and take part in the competitions.</p> <p>To have a two-day sport day, with field and track events for KS1 and KS2.</p> <p>Money to be used on equipment and stickers for the sports days.</p>	<p>£1000</p> <p>£150</p> <p>£500</p>	<p>Children were encouraged to take part in the cross-country challenge during PE lessons and then further inspired by a local, teenage, England runner who came in to hand out certificates. Children demonstrated their inspiration by asking insightful questions during his visit, and then some followed this up by googling him at home, and requesting to join local sports clubs.</p> <p>Children in years 3 &amp; 4 have attended external competitions for PE for tag rugby, multi-sports and the Brandon Primary Games.</p> <p>The knowledge and skills learnt in PE lessons enabled children in year 4 to be successful to achieve gold in an event at the primary school games.</p> <p>All children at Glade took part in a competitive sports morning or afternoon. This event was well received with positive comments from children, staff and parents.</p>	<p>Continue to develop opportunities for out of school competition and expand to further year groups.</p> <p>Continue to explore the opportunity for a two-day sports day for KS2, with field and track events, hosted off site in Brandon.</p>

Signed off by	
Head Teacher:	Tracey McCarthy
Date:	21.07.23.
Subject Leader:	Elisabeth Peck
Date:	20.7.23
Governor:	Maureen Eade
Date:	21.07.23.