



Chiddingly  
Primary School

# 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. 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](#).





## Details with regard to funding

Please complete the table below.

|  |          |
|--|----------|
| Total amount carried over from 2021/22   | £5,229   |
| Total amount allocated for 2021/22   | £16,710  |
| How much (if any) do you intend to carry over from this total fund into 2022/23?                       | £243     |
| Total amount allocated for 2022/23   | £16,810  |
| Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023. | £ 17,053 |

## 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><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></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><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.</p> <p>Please see note above</p>  | 55% |
| <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>  | 55% |
| <p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>  | 55% |
| <p>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?</p>   | 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:           |  |  |
|---|---|-------------------------|--|--|
| <b>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</b>  |   |                         |  | Percentage of total allocation:                |
|   |   |                         |  | %  |
| Intent  | Implementation  | Funding allocated:      | Impact   | Sustainability and suggested next steps:       |
| <p>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:</p> <p>To provide more opportunities for physical activity within the school day.</p> <p>All children to take part in golden mile challenges across the week.</p> <p>Provide new equipment for the children to access at various points across the school day.</p> | <p>Make sure your actions to achieve are linked to your intentions:</p> <p>Sports lead to attend training and share with school staff.<br/>Federation termly active challenges put in place e.g. daily star jumps, high knees.</p> <p>Children to improve their weekly/termly laps from their golden mile/runs. Tracking this as a whole school to see the journey.</p> <p>Order updated PE equipment for indoor sports such as gymnastics and dance.</p> | <p>£100</p> <p>£250</p> | <p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>Children development of weekly golden mile results.</p> <p>“My favorite is running – I love it”<br/>Reception child</p> | <p>Continue to develop this to daily mile.</p> |

| 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  |  |
| 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:                           |
| To raise the profile of physical activity within the whole school community, including with staff and parents.<br><br>Curriculum provides opportunities for children to learn about and understand why physical activity is important. | Termly federation competitions and results to be shared in newsletters so whole school community can see them.<br><br>PE Lead and Teams plan for key events across the year, including sports day, curriculum days, and federation sporting and personal best challenges | £100 | Evidence of impact: what do pupils now know and what can they now do? What has changed?:<br><br>Pupils attending a variety of sports events e.g. football, table tennis<br><br>"I've got to go to lots of different tournaments and so have my friends – like basketball, netball football" | Continue to develop sports competitions for different year groups. |

| 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?:  | Sustainability and suggested next steps:                                  |
| <p>Staff to engage in areas of CPD in a range of ways.</p> <p>Staff to identify their personal areas of need.</p> <p>PE Lead to support key areas of need and sign post to training or resources for teaching. PE Lead to lead training for all staff on PE top tips.</p> | <p>Training opportunities to be shared with staff.</p> <p>Staff meeting focused on PE CPD to be timetabled into cycle.</p> | £500               | Staff to attend training needed, support being given to staff to utilise planning for PE. | Staff attending training, continue to develop to specific needs of staff. |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils   |  |                    |   | 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: |
| To offer more opportunities to all pupils.  | Plan sport specific workshops  | £1080              | Support given to parents for clubs has allowed all pupils who would like to have the opportunity. | Continue to support parents with clubs.  |
| To plan in key events to ensure all children can take part. Pupils have access to physical activity without barriers.                                       | Provide part funded clubs to remove barriers for those who may want to attend.   | £2000              | “interesting, fun and creative”<br>Our coach always joins in with us to show us how it’s done”    |  |
| To provide opportunities and clubs that children can access without the need for personal funds.  | PE Equipment review and orders placed. Upgrade the PE and outdoor permanent equipment<br>Cost of dedicated sports coach delivering lessons |                    | “Our coach lets us use the equipment and helps us try new things”                                 |  |
| To deploy dedicated sports coach to offer different areas of the support curriculum.  |  |                    | “At golf club – we get to set up our own areas to play and learn skills”                          |  |
| To review and enhance sporting resources for key areas identified by the teaching team.   | Deploying dedicated sports coach   | £8,750             |   |  |

| Key indicator 5: Increased participation in competitive 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?:                         | Sustainability and suggested next steps: |
| To offer more opportunities to all pupils.<br><br>To plan in key events to ensure all children can take part.<br><br>Pupils have access to physical activity without barriers. | Transport and staffing costs covered to enable children to attend events. | £100               | Pupils attending different sports events.<br><br>“it’s so much fun and we get to play against the other schools” | Continue to develop sports events.       |

|                 |                  |
|-----------------|------------------|
| Signed off by   |                  |
| Head Teacher:   | Kayleigh Vile    |
| Date:           | 19.7.23          |
| Subject Leader: | Kathryn Williams |
| Date:           | 19.7.23          |
| Governor:       |                  |
| Date:           |                  |



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

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