

# The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

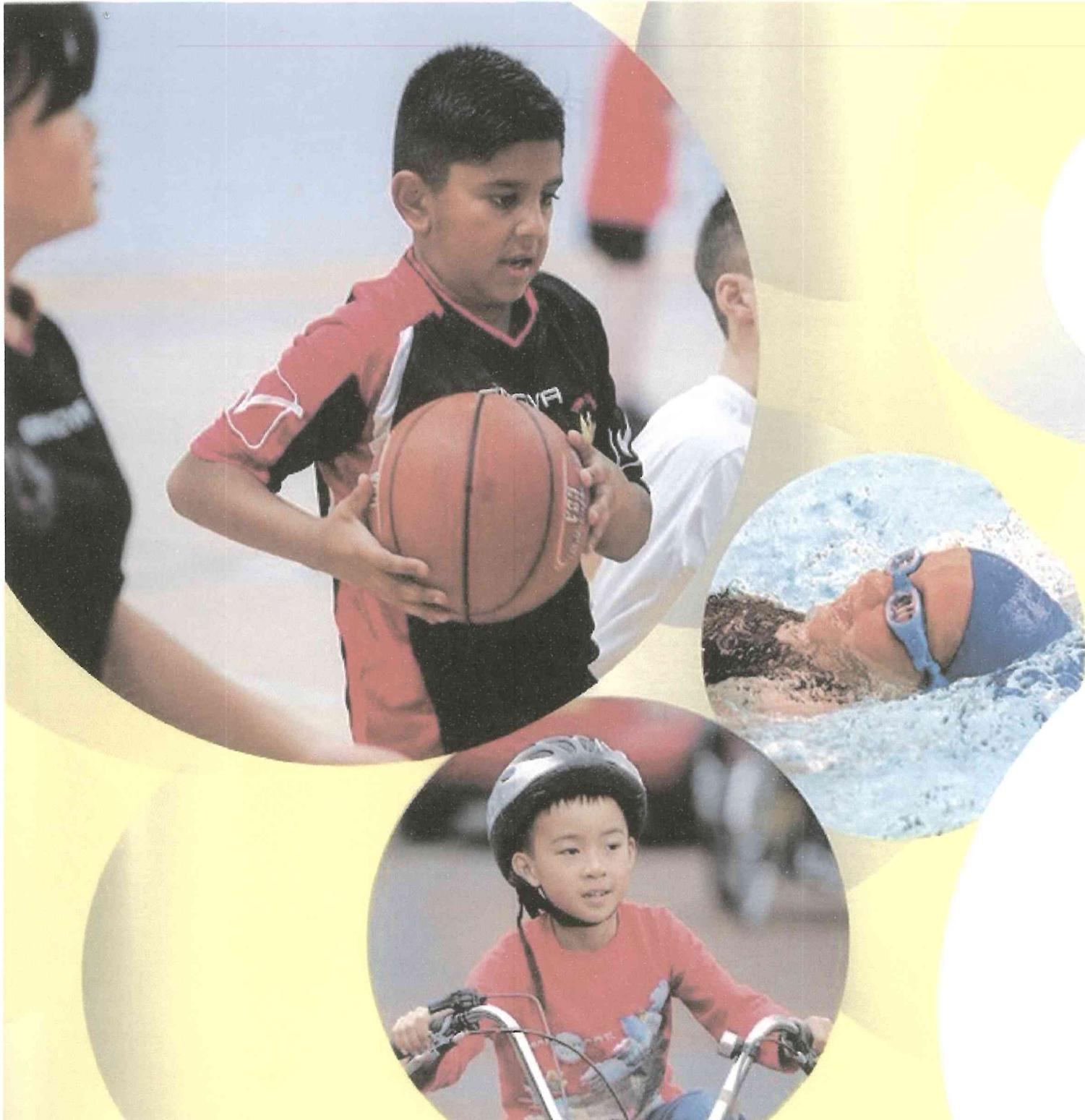
Updated May 2023

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 judgement, 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 offers
- 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 <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools> 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 underspend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment.

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 31 July 2023.



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2022/23	£2886.40
Total amount allocated for 2023/24	£18690
How much (if any) do you intend to carry over from this total fund into 2023/24?	£
Total amount allocated for 2023/24	£18690
Total amount of funding for 2023/24 to be reported on by 31st July 2024	£ 21576.40

## Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.  <b>N.B.</b> Complete this section as best you can. 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 2024. Please see note above	75%
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	48%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	80%
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

## 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: 2023/24		Total fund allocated:		Date Updated:	
Key indicator 1: Increase 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 on what you want the pupils to know and be able to do. What do 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?	
Provide quality CPD to staff .	To ensure quality of teaching and learning through use of memberships and CPD opportunities.		£300	Increased staff knowledge and understanding.  Enhanced quality of provision.  Feedback for future CPD planning.	
Continue to utilise our link with Bucks Schools Sports Partnership through Alfriston School.	Continuous provision for FD, confidence, enhanced learning, events, competitions, opportunities through experience days, healthy minds, advice and support as PE Lead. School Games offer (School Games Mark)		£3990	FD trained to provide high quality Teaching and learning for pupils and their individual needs. Embed FD confidence. Provide rich opportunities for all pupils to participate in competitions and events. Provide new experiences for children and PE Lead.	
				Sustainability and suggested next steps:	
				Ongoing targeted CPD. CPD has led to updated subject knowledge where appropriate.	
				Continue to fund membership.	

Key indicator 2: 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: %
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
Our PE Curriculum has high expectations for physical literacy for ALL children, whilst developing the whole learner, including developing personal, social, creative thinking, health and fitness and physical skills. We offer a broad range of activities and opportunities to apply these skills. We hope to encourage a healthy lifestyle, life-long engagement and positive attitudes towards being active. Our curriculum is inclusive for a diverse group of learners, allowing all to succeed and reach their potential, with all achievements being celebrated. In addition we strive to find ways to defy national trends by holding sports days for ‘different’ sports, eg .Fencing, Skateboarding and Zero bounds.	Two half hour weekly sessions for ALL pupils in years 2,3,4,5 and 6. (Clearly timetabled)  Mile a Day. Carried out at beginning of PE lessons. In addition, class teachers encouraged to include this in lessons, together with making lessons as active as possible.  Santa fun run at Christmas Annual Raj Rana walk for British Heart Foundation.  Active opportunities shared with parents on school website, letters, posters around inside and outside of school.	£2000	One hall and one outside slot per half term clearly timetabled for every class, including EYFS, has been used this year to deliver high quality PER lessons which show progression of skills across year groups.  Children engaged in regular mile a day. Healthier children .  All children involved with positive outcomes for children, staff and parents.	Expectations shared with all relevant staff around PE.  Ensure this continues and all new staff are aware of expectations.  Continue to hold these annual events.
Broaden the range of activities available at break and lunch times.	Sports Leaders organizing physical activities on a daily rota basis to include skipping, basketball shoots and football.		An increase in children being active during breaks. Pupils have increased access to equipment during breaks.	Continue to develop Sports Leaders through weekly meetings.
To provide safe teaching of	Qualified swimming instructors.		High quality teaching meets the	Most pupils have met the

swimming to include top up swimming.		£5,450	National Curriculum Objectives. All children in years 2-5 have received swimming lessons for 5 weeks in Summer 1.	expected outcomes for swimming.
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Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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 ensure there are sufficient and high quality resources for PE lessons.	New resources and replenishment of resources.	£500	Pupils have access to the equipment required for high quality PE lessons and learning.	Replace old and damaged equipment when required.
Maintain equipment and resources for sporting events eg. Sports day, Football matches.	New resources and replenishment of resources.	£500	SMFR and pupils have access to resources needed to organize successful school events – making links with other schools and the wider community.	Continue to replenish and invest in new resources for sporting events and activities.
Use the school website, parents newsletter, facebook and Parish	Any sporting festivals/competitions are mentioned and highlighted.	?	The profile of PE and School sport has been raised with increased	Continue to provide details to School office to publish

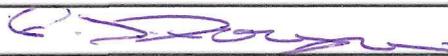
<p>magazine to promote the profile of PE and Sport.</p> <p>Pupils will be encouraged to see sport as a fun and important part of their lives.</p> <p>To raise the profile the profile of PE and sports and games across the school and wider community.</p>	<p>Sporting successes celebrated in weekly achievement assemblies to raise profile, encourage participation and give all pupils the opportunity to excel. Sports Leaders present sporting certificates.</p> <p>Sports Days – These showcase and promote sports and PE at SMFR. The sports day events include a wide variety of sports and physical activities, not just running, such as javelin throwing, basketball shoot and water obstacle course, to allow all pupils to participate.</p> <p>All staff to wear school branded PE kit on Sports Day and when attending sporting events outside of school.</p>		<p>communications about school sport reports.</p> <p>Children take pride in sporting achievements and are motivated to do more and try new things.</p> <p>All children engaged in competitive sporting activities.</p> <p>Professionally kitted staff promote school commitment to PE and sport at SMFR.</p>	<p>Assemblies focusing on qualities needed for sports as well as specialist sporting assemblies run by external sportsmen.</p> <p>Use feedback from staff and parents to help plan next years.</p> <p>Re vamp staff PE kit to bring up to date. Include jogging bottoms and jacket in school colours and with school logo visible.</p>
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<b>Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils</b>				<b>Percentage of total allocation:</b>
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
<p>Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:</p> <p>To provide a range of opportunities and experience days for all pupils</p> <p>To offer provision of extra curricular clubs in a variety of sports.</p> <p>To provide specialist equipment to allow pupils to access new PE experiences.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Use of specialist coaches to provide experience days for all pupils to engage in new sporting activities, such as fencing, zero bounds and Paralympic events.</p> <p>Run after school sports clubs for all pupils to attend.</p> <p>Purchase resources and equipment for different and less active activities suitable for all ability levels.</p>	<p>Funding allocated:</p> <p>£3000</p> <p>£0</p> <p>£1000</p>	<p>Evidence of impact: What do pupils now know and what can they now do? What has changed?</p> <p>Encourage, engage and motivate pupils to try new sporting activities and promote extra curricular opportunities.</p> <p>Provide a range of extra curricular opportunities for all pupils.</p> <p>Generate interest and excitement For a wider range of sports for all children.</p>	<p>Sustainability and suggested next steps:</p> <p>Engage in regular coaching days to continue opportunities for participation in different sports.</p> <p>To continue extra curricular provisions next year with the aim of increasing the number of sports clubs offered.</p>

To provide a programme of Healthy Minds	Use of Healthy minds through healthy futures Ltd for all Year 4 pupils	£300	Reduces stress, boosts confidence and motivation, improves self-awareness and relationships, improves memory recall, increases intelligence, helps develop a clear, sharp mind and improves decision making and life choices.	Continue to review and increase provision for other year groups.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
Taking part in inter school sporting competitions	Competition entry fees Chiltern and South Bucks PSFA football affiliation.	£30	A range of children across all year groups have participated in inter school competitions.	To sign up again to the School Partnership next academic year and affiliate with relevant groups.
Increased opportunities to compete competitively and develop a value for	Release FD and additional staff to attend competitions/matches and	£1500	Children taking part in more competitive sporting events	Promote team games and how

active participation in sporting activities as part of a healthy lifestyle.	provide transport to events. Prizes and certificates for school competitions. Attend more competitions. Coaches to transport children to events.	£0	against other schools, and encouraged to be involved.	to play effectively with other players.
Promote intra school competitions to prepare pupils for interschool competitions.	Structure competition into PE lessons so children compete against other classes/year groups.	£300	Pupils are better prepared for inter school competition and are aware of what is required.	Feedback from pupils.
Provide facilities for competitive sport.	Ensure football pitch is marked out correctly, Sports track for athletics, nets in good condition for basketball and football.	£2500	Pupils are able to compete in competitive sports eg. Football matches.	Sense of competing by professionally marked out tracks/pitches etc. Ensure they are maintained/painted regularly.
Ensure pupils are given the best possible coaching	Use of specialist coaches for competitive events where there is a gap. Eg. AMA Girls football and Hazlemere school of dance.		Encourage, engage and motivate pupils to perform competitively.	

Signed off by	
Head Teacher:	Shane Broderick 
Date:	10.9.24
Subject Leader:	Finella Daywan 
Date:	10.9.24
Governor:	Paul Randall 
Date:	10.9.24.