

# 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	£0
Total amount allocated for 2021/22	£16370
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£16370
Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023.	£ 16370

## 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>	10%
<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>	10%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	5%
<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>	Yes/No

**We have offered extra swimming and provided coaches to provide all primary classes regularly swimming slots this will continue next year.**

## 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.

<b>Academic Year: 2022/23</b>		<b>Total fund allocated: 16 370</b>		<b>Date Updated: July 2023</b>		
<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: 55%	
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?:	
<i>The engagement of all pupils in regular physical activity – kick starting healthy active lifestyles</i>		Further develop opportunities / and facilities for pupils in KS1 and 2 to improve children’s healthier lifestyles.  Provide sustainable, durable equipment for use at lunchtime to facilitate play for children on the field and playground across all phases.  Update PE equipment which becomes old and damaged to ensure it provides sustainability for purpose and activity.  Update the PE equipment to support the new cohort of pupils and direction of PE/ Active skills within Belmont school.		A total of <b>£ 8525</b> was spend on educational resources to support the curriculum changes and enhance the Belmont Offer	Children are actively engaged in meaningful activities during their free play at lunch time, facilitated by the use of appropriate equipment. Children are active more regularly at school due to extra Active Skills time. Children have access to high quality equipment to facilitate progress and enjoyment within PE, allowing the progression of skills in a broad range of activities and extend their fine and gross motor skills. The number of serious incidents involving poor behaviour has not increased.	Active Skills equipment is constantly being up dated and this will be continued. Continue to promote the culture within the school community that our school is an ‘Active School’.  Updates to curriculum resources will be linked to our bodies and the interoception curriculum taking into account of sensory processing needs linking closely with the school’s OT.
<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: 45%	
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 raise the profile of Physical Education to all children in school . Develop active and healthy life skills in pupils.	Promote the levels of physical activity within the school Promote the understanding of physical activity and healthy living.  Liaise with Active Glos and the Cheltenham School's sport partnership to investigate physical literacy development programmes targeted at class 1 and 2 but to include upper primary cohort.  Movement fundamentals with KS 2 Goals beyond grass – Multi sports KS1 X4 classes. Time tabled lessons offered over a 4 week block. Yoga bugs Drama and movement groups	This year we have had a variety of coaches in and been to a number of events suitable for our pupils. The total cost we have spent on these activities has been  <b>£7845</b>	Identified pupils offered a planned programme of intervention to meet development and co-ordination needs showing increased performances against baseline assessments.  Raised awareness and understanding of healthy lifestyles through Q and A sessions.  All made at least one stage of progress.  High quality PE lessons delivered to pupils in KS1 and 2 providing expertise and preparation in skills for both competitive events and to gain confidence.  Staff have increased their CPD knowledge	Belmont will continue to work with wider providers to support pupils in being able to access a range of sports and activities in line with their needs.  Next year we need to continue to do more with dance/ gymnastic coaches as we have a growing number of children who have passion and talent within this area.  We could also do more to link with outdoor learning and active skills within this area.

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				45%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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 raise the skills set of staff to enhance the delivery of Active skills and physical literacy.</p> <p>Ensure high quality teaching within PE and progression of skills across the school. Raise PE profile through curriculum lessons and ensure children's progress is being tracked.</p>	<p>Increase staff expertise, knowledge and confidence to provide engaging lessons and progression of skills.</p> <p>Uniformity of PE lessons and delivery across Key Stages to ensure progression.</p> <p>Use Jasmine online platform to provide outcomes, purpose, support and challenge.</p> <p>Ongoing use of Jasmine Real P.E.</p>	<p>This has linked closely with point 2 and the costs have come to <b>£7845</b></p>	<p>Pupils have increased their own skill levels across a range of activities.</p> <p>Class teachers have a wider breadth of knowledge and ideas for delivering effective activities to their class.</p> <p>Learning walks showed children were more aware of their goals and outcomes.</p> <p>All pupils met their predicted target levels.</p>	<p>Development of Our Bodies curriculum linking with interoception and sensory circuits and movements.</p> <p>To support this area of work we will be using some of the sports grant for sensory circuit training and sensory processing linked to active skills/ our bodies with training from our OT.</p>
<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>				<p>Percentage of total allocation: 45%</p>
Intent	Implementation		Impact	
<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>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Additional achievements:</p> <p>Enhance the wider sports opportunities being provided to children through sports clubs in the community and by participating in both competitive and non-competitive in school competition.</p>	<p>Staff to investigate wider sporting opportunities suitable for our cohort of pupils.</p> <p>Liaise with Cheltenham school sports partnership and Active Glos. Goals beyond grass, yoga, inclusive sport, drama and movement groups.</p>	<p>This has linked closely with point 2 and the costs have come to <b>£7845</b></p>	<p>ALL children accessing a broader experience of a range of sports through PE and sport lessons</p> <p>Improved physical literacy and body management skills linked to new range of learnt skills.</p> <p>Ongoing reduction in poor and challenging behaviour through pupils engaging positively with each other.</p> <p>New equipment for pupils allows for</p>	<p>Follow up work after festivals including child led articles to ensure maximum impact from the event.</p> <p>Continue to provide a wide range of external experiences with competitive and non-competitive sports. Next year we need to explore more dance and gymnastics to support the</p>

			a wider variety of choices, leading to more pupils being involved in physical activities for a longer period of time.	growing interest and area of development for staff within this area.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				Within the 45% costs
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:
Look for wider opportunities where primary pupils can engage in competitive activities within the local community; tri golf, dance fest, tag rugby, athletics and swimming galas.	PE co-coordinator will continue to seek opportunities for sporting competitions.  Transport to be arranged to support this.	This links to our coaches' costs from indicator 3. This is mainly linked with our work from Active Glos and All sorts and inclusion festivals and dance fest.  Costs came to <b>£2700</b>	The children enjoy and engage in lots of physical activity at festivals. Children have and increased awareness of different activities outside of school. Raised profile of PE and physical activity in school. Pupils have developed teamwork skills and demonstrated good sporting behaviour. Sports day went well – inclusive and engaging. Positive comments from children, staff and parents regarding participation from all.	Follow up work after festivals including child led newsletter / assembly articles to ensure maximum impact from the event.  Link with All sorts programs at the beginning of the year and sign post groups to activities in line with needs and abilities. Provide a wider range of groups with increased opportunities.



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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Paul Shand
Date:	21 <sup>st</sup> July 2023
Governor:	
Date:	