



The Primary PE and Sport Premium

Planning, reporting and
evaluating website tool

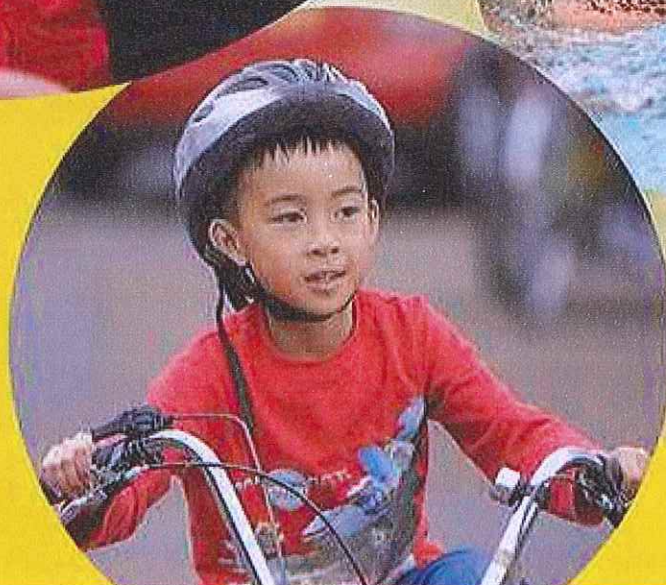
Updated May 2023

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:

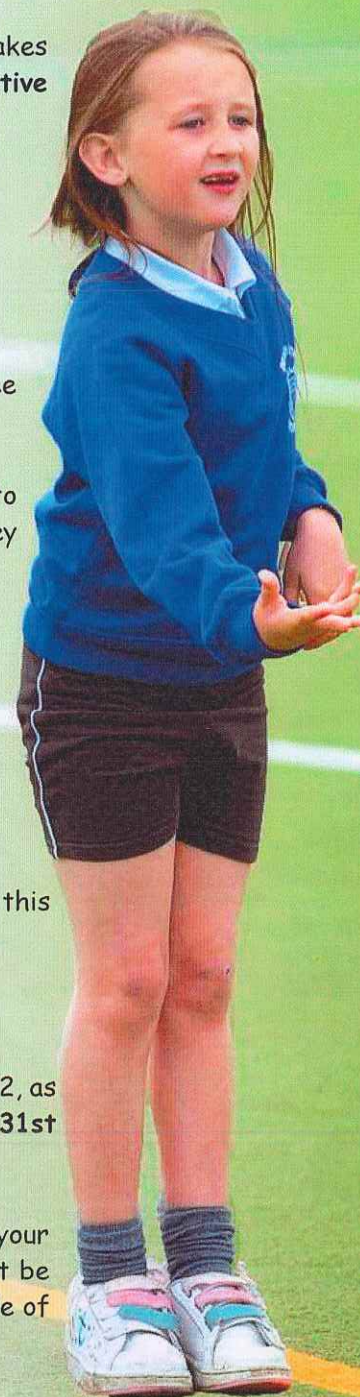
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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	£18,400
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 0
Total amount allocated for 2022/23	£18,400
Total amount of funding for 2023. To be spent and reported on by 31st July 2023.	£18,400

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>	<p>Complete to the best of your ability - list here how you have gathered the information (survey, lessons, parents etc)</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>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 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>	45%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	45%

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?

Yes - As part of Castle Point and Rochford SSP we collectively contribute to a targeted Top Up Swimming holiday programme to support students to reach 25m. This is coordinated centrally by the SSP team.

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: 18,400	Date Updated: 06/07/23	
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				Percentage of total allocation: 21%
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>SSP 'BASIC MEMBERSHIP MODEL' - Physical And Health and Wellbeing strands (see attached)</p> <p>To impact on all students in Key Stage 2.</p> <p>Please note some aspects are deliberately targeted at least active children.</p> <p>To build regular physical activity into the school day for all students.</p> <p>To provide a breadth of opportunities for pupils to be active daily including break, lunch and cross curricular activities.</p> <p>To work with the wider school community and workforce through targeted CPD to ensure staff are competent and confident in</p>	<p>1. Deliver to a target group of children in Year 3 the SSP Fit4Action health intervention 6 week programme. (Spring term)</p> <p>2. Selected children to attend Active Kids festivals to engage the least active students in the school in personal challenges and to develop a love of being active. - Winter games multi-skills (Multi skills virtual festival resources were created and made available to all schools, these included video instructions to allow children to complete the festival in</p>	<p>Points 1-6 are all funded through SSP Basic membership.</p> <p>Annual cost is divided equally across all 5 Key Objectives (£350)</p> <p>Teach Active (£875)</p> <p>Equipment (£740.36)</p>	<p>1. Children have more understanding of how to keep their bodies healthy with different types of exercise and also discussed nutrition and food groups. Children have the tools to plan healthier meals and are aware of different ways to exercise to keep them active.</p> <p>2. Children enjoyed the range of activities. This boosted their enthusiasm in PE lessons. Those who attended are working at the expected standard for PE.</p>	<p>1. Use this philosophy for other groups within school. Use the resource and content to embed into other areas of the curriculum.</p> <p>2. Widen the project to a greater number of children who can attend the festivals.</p>

<p>implementing daily activity strategies.</p> <p>To work with the SSP through events and festivals to inspire regular activity and provide a daily mile/activity strategy.</p> <p>To utilise the Active School Planner tool to identify areas to improve the offer across the day for students to be active.</p>	<p>school)</p> <p>3. Attendance of SSP Annual Conference May 2023 and training from Teach Active on approaches to make the school day more active.</p> <p>4. Use of Daily Mile and Outdoor Gym to provide activity breaks.</p> <p>5. Lunch time activities - On back playground for Year 3 and 4 pupils.</p> <p>6. New equipment purchased to ensure children are more active and engaged.</p> <p>7. Bikeability - children sign up to learn how to safely ride their bikes along the roads.</p>	<p>Salary for Sports LSA and PE apprentice divided equally across all 5 Key Objectives</p> <p>(1,857.04)</p>	<p>3. New strategies to make more of the school day active through approach to literacy and numeracy. In school CPD on Teach Active led by PE Lead.</p> <p>4. Children are enthusiastic to complete the activities. Has helped develop physical stamina and improve children's mood and behaviour in lessons.</p> <p>5. Keeps the children active and the structured activities reduce behaviour issues on the playground.</p> <p>6. Less idle waiting time as children have their own ball to practise a skill. Improved levels of attainment. Less children working towards the expected standard in PE than previous year.</p> <p>Children feel more confident to ride their bikes safely to their new school in September.</p>	<p>3. Monitor the use of Active lessons in school to identify areas of strength and development.</p> <p>4. Involve an element of competition between classes to run the furthest on the Daily Mile in World Week.</p> <p>5. Incorporate more lunchtime clubs broaden the activities and sports on offer.</p> <p>6. Check Get Set 4 PE plans to see what equipment is needed over the year and replenish where needed.</p> <p>7. Encourage more children to sign-up.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
<p>SSP 'BASIC MEMBERSHIP MODEL' - all strands contribute to this area (see attached)</p> <p>To impact on all students and staff in Key Stage 2.</p> <p>To work with targeted pupils on whole school priorities using PE and School Sport as the vehicle to raise standards.</p> <p>To ensure training takes place to enable the school to facilitate active and productive break and lunch times.</p> <p>To ensure all staff access PE specific CPD across the academic year to raise the profile and importance of the subject.</p> <p>To provide development support for staff to raise the quality of PE and School Sport on offer which, in turn, will raise the profile of the subject.</p> <p>To ensure the PE subject lead is given time to develop the subject and to share learning and best practice</p>	<p>1. Book 1 x termly staff inset PE specific sessions through the SSP based on internal staff needs to raise the profile of PE across all staff.</p> <p>2. Attendance at PE Lead meetings and share outcomes across whole school. (meetings for PE Leads)</p> <p>3. Engage with Team Teaching opportunities through SSP projects, PALs and Fit4Action for teaching and support staff.</p> <p>4. Engagement of more staff in preparation of festivals and attendance to cross curricular CPD to ensure PE, SS and PA are impacting across all elements of</p>	<p>Points 1-6 are all funded through SSP Basic membership.</p> <p>Annual cost is divided equally across all 5 Key Objectives (£350)</p> <p>Salary for Sports LSA and PE apprentice divided equally across all 5 Key Objectives (1,857.04)</p>	<p>1. Staff feel more confident and motivated to deliver changes in lessons.</p> <p>2. Feedback to Head teacher and important information is shared to other staff members.</p> <p>3. Teachers and support staff working alongside Team Teaching professional from the SSP. Staff enjoy learning and the children enjoy the sessions and show improvements in their attainment.</p> <p>4. An annual plan of involvement in festivals. Use different members of staff in prepping and organising festivals and competitions. Aim to engage</p>	<p>1. Survey pre and post staff on confidence and profile of PE. Observation of quality of delivery and links to whole school priority improvements. Eg. greater engagement of girls in PE lessons following Dance Staff Inset.</p> <p>2. Regular PE feedback slot at staff meetings to share knowledge.</p> <p>3. Involve more observations to monitor teaching and learning.</p> <p>4. Develop an ethos of shared responsibility across PE, SS and Physical Activity.</p>

across the school. To use cross curricular PE/SS and PA interventions to raise standards in core subject performance.	school life 5. Distribution of termly SSP newsletter to raise awareness and raise profile across the school community.		and raise profile across all staff.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				25%
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:
SSP 'BASIC MEMBERSHIP MODEL' - all strands contribute to this area (see attached) High Quality PE is most prominent. To impact on all students and staff in Key Stage 2. To ensure that all staff are trained in a range of topics to deliver high quality PE sessions. To ensure students are able to actively participate in and contribute to high quality PE lessons. To ensure that students have a broad and detailed knowledge of a wide range of sporting activities by the end of	1. SSP intervention and support to target whole school issues - training of LSAs to support teaching of PE with a particular focus in gymnastics. 2. Deliver staff inset sessions to promote active lessons. Plan for staff to implement. 3. Ensure all opportunities to team teach with SSP specialist staff are taken across projects and interventions for both teaching and support staff.	Points 1-6 are all funded through SSP Basic membership. Annual cost is divided equally across all 5 Key Objectives (£350) 2 hour Team Teaching - 33 weeks (£2,310)	1. LSAs felt more confident about their role in supporting PE and have an improved subject knowledge of gymnastics. 2. Power point and crib sheet used. Staff were keen to apply changes to their planning and encourage active lessons. 3. Increase in teacher confidence and subject knowledge. LSAs have a clearer understanding of how to support learning in PE lessons.	1. Tracking use of LSAs in PE lessons to ensure they're being used effectively. 2. All staff have the opportunity to attend. Follow up discussions around impact on lesson delivery. Monitoring of active lessons across the school. 3. Staff briefing to ensure a deeper understanding of CPD through team teaching. Resources and knowledge retained in school.

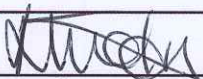

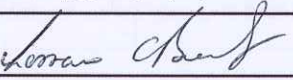
<p>KS2.</p> <p>To ensure all students have a firm understanding of the importance of PE /SS and PA relevant to their age and stage.</p> <p>To ensure students can select and make choices to participate in a wide range of their chosen extra-curricular activities, delivered by highly motivated and competent staff.</p> <p>To utilise external expertise to ensure students benefit from detailed subject specific knowledge.</p> <p>Students are exposed to and comfortable with participating in school sport opportunities with other schools.</p>	<p>4. Attendance at SSP PE Lead meetings to gain knowledge to share</p> <p>5. Wider use of SSP infrastructure to network and share ideas.</p>	<p>Salary for Sports LSA and PE apprentice divided equally across all 5 Key Objectives (1,857.04)</p>	<p>4. Subject Lead is kept up to date with the PE curriculum and any new schemes on offer through the SSP and it's partnerships.</p> <p>5. Attend and utilize SSP networking opportunities and sharing of ideas between schools. Arranging of fixtures for football and netball.</p>	<p>4. PE Lead has the opportunity to share within whole staff meetings.</p> <p>5. Allowing staff time to attend events and then share findings.</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation:</p>
				<p>27%</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>SSP 'BASIC MEMBERSHIP MODEL' - all strands contribute to this area (see attached) School Sport is most prominent. To impact on all students and staff in Key Stage 2</p>	<p>1. Access to broad range of Festivals, competitions and leagues. Preparing children.</p>	<p>Points 1-8 are all funded through SSP Basic membership. Annual cost is divided equally across all 5 Key Objectives (£350)</p>	<p>1. Participation in a wide range of sports competitions and festivals. 3rd in Girls' Cricket 4th in Best Team Cricket 1st in Field events at District Sports</p>	<p>1. Arrange for competition practise in weeks prior to events.</p>
<p>To ensure every child has the opportunity to represent the school in an external inter school competition, league or festival and be able to articulate how this made them feel.</p>	<p>2. Entering groups of children in events aimed at less active students e.g. Multi Skills Festival</p>	<p>2 funded clubs - 33 weeks (£1980)</p>	<p>2. Less active and low engaged children took part in all activities. Positive feedback from children. Children had increased participation in PE lessons after the festival.</p>	<p>2. Attend further festivals to increase participation numbers.</p>
<p>Students to be equipped by the end of KS2 to enjoy a wide range of sports and have the skills and competencies to both participate and compete.</p>	<p>3. Use of PALs training and staff inset for support staff to increase levels of activity and range of topics covered during break and lunchtimes.</p>	<p>First Aid training (4 classes - Yr5 & Yr6) (£800)</p>	<p>3. Activities set up at lunchtimes provided opportunities for children to be active. Few playground incidents recorded.</p>	<p>3. Create a sports council to support PALs delivery.</p>
<p>To support each individual child to find 'their' chosen sport or activity.</p>	<p>4. Engaging different students in performance-based opportunities such as the Dance Festival. Children in school can access non-traditional sporting opportunities.</p>	<p>Salary for Sports LSA and PE apprentice divided equally across all 5 Key Objectives</p>	<p>4. Positive feedback from the staff and children.</p>	<p>4. Target children from Lower School to train for the Dance Festival.</p>
<p>To utilise SSP expertise to deliver a wide range of clubs and coaching opportunities to our students.</p>	<p>5. Engage with Active Kids Festivals</p>		<p>5. As above</p>	<p>5. Attend further festivals to increase participation levels.</p>
	<p>6. Use of SSP Community club scheme to offer a wider range of extra curricular clubs.</p>		<p>6. A range of different clubs offered in the mornings. Children are often selected to participate in competitions as a result of their</p>	<p>6. Invite competition children to attend morning clubs to help prepare them for the upcoming competitions.</p>

Our students will be able to clearly articulate which sports and activities they enjoy and why. Our students will be able to use correct sporting terminology across a broad range of sports	7. Ensure students from our school access the range of Gifted and Talented holiday camps - different students access different sports and activities.	(1,857.04)	extra training. 7. Letters delivered to parents of targeted children.	7. Try to push the uptake of children attending holiday camps.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				15%
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:
SSP 'BASIC MEMBERSHIP MODEL' - all strands contribute to this area (see attached) School Sport is most prominent. To impact on all students and staff in Key Stage 2. To identify a wide range of sporting festivals and sports for our school and students to participate in. To ensure every child enjoys the experience of representing the school in a festival, league or competition	1. Involvement of a wide range of students in a broad offer of competitions. 2. Participation in SSP Football and Netball leagues to increase regular competitive opportunities. 3. Entry into Dance Festival	Points 1-5 are all funded through SSP Basic membership Annual cost is divided equally across all 5 Key Objectives (£350) Coach travel:	1. List of competitions entered and records of students attending. Competitive calendar linked to SSP website. 2. Records of fixtures, training and participants. 2 nd in Boys Football League 2 nd in Girls Football League 2 nd in Mixed Netball League 2 nd in Netball League 3. List of students and	1. Annual calendar discussed and produced in consultation with staff and students. Whole school plan to grow offer on a termly basis. 2. Engagement of a wide range of teaching and support staff in fixtures, transport and training. Investment in kit and goals (football and netball). 3. In school performance

<p>(appropriate to their needs) and is able to articulate the learning taken from the experience.</p> <p>To utilise whole school intra competition to raise standards across all subjects with PE and SS as the initial driver.</p> <p>Students to understand and be able to deal with emotionally, both winning and losing in sport.</p>	<p>4. Development of intra (in school) competitive opportunities.</p>	<p>Multi-skills - (£125)</p> <p>Dance Festival - (£200)</p> <p>Cross Country - (£330)</p> <p>End of match snacks (£4.46)</p> <p>Salary for Sports LSA and PE apprentice divided equally across all 5 Key Objectives (1,857.04)</p>	<p>programme from the event.</p> <p>4. Annual plan of intra competition to act as trials for inter competition. Intra football match to increase opportunities for competitive football.</p>	<p>to engage and inspire future students.</p> <p>4. Build intra competition into whole school diary</p>
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Signed off by	
Head Teacher:	
Date:	21/07/2023
Subject Leader:	
Date:	21.7/23
Governor:	
Date:	21/7/23