

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](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£68.44
Total amount allocated for 2021/22	£20,000.00
How much (if any) do you intend to carry over from this total fund into 2022/23?	£68.44
Total amount allocated for 2022/23	£19640
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£19708.44

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. 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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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 2022. Please see note above	87%
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	84%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	87%
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/ No Children attended booster sessions with Y5 swimming lessons at no extra cost

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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: 14/07/2023	
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:
				14%
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:
Increase the amount of physical activity for all children during break times and lunchtimes	- Lunchtime Play Leader (RS Coaching) to create more active environment every lunchtime for all children - Achieve Platinum School Games Mark in 22-23 - Mini-leaders to run lunchtime clubs for younger age groups - Lunchtime sports clubs taking place, ran by staff members	£0	- Play leader from RS Coaching has continued to keep children of all ages active during lunchtimes, every day. - Achieving School Games Mark Platinum for second year - Year 5/6 mini leaders have supported the play leader to run a variety of games at lunch times. - Teachers have ran various lunch clubs through the year: rugby, cycling, football, tag rugby and athletics.	- Create a rota of a variety of sports for lunchtimes to keep children engaged. - Achieve platinum School Games Mark - Use this year's mini leaders to train and support new year 5 mini leaders. - Continue running a variety of school clubs. - Provide mini leaders with laminated games ideas
Continue to encourage active travel to and from school	- Y2, Y4 and Y6 have to complete Bikeability/Balanceability in 22/23 - Bikes to be hired for all children who do not have access to them - Support AL with school travel plan	£936 (Y2 bike and bike hire)	- All Y2, Y4 and Y6 children participated in cycling training (Y6 completed L1 and L2 bikeability) - Bikes were hired for Y4 and Y6 children who required them. - Bikes were hired for all Y2 children. - During travel week, more children walked, cycled or park and ride to	- Book bikeability for Y2, Y4 and Y6. - Hire bikes for children that need them.

			school than usual.	
Improve and encourage the opportunities for physical activity throughout the curriculum and school day	• Fitness Friends and Teambuilding groups aimed at children who need support in PE, due to fitness or physical literacy • Encourage classes to complete the Daily Mile or other movement activities such as wake up and shake up, and dough disco. • Upon completion of the trim trail in the bark area, create a rota for children to have access to this during break and lunchtime to increase physical activity. • Staff training with AVSSP coach to support physical activity throughout the day (See K.I 3) • Book special events to encourage physical activity such as Tough Runner and Tough Rower.	£1565 (rower and runner)	• Fitness friends group was ran on Wednesday with an AVSSP sports coach (Autumn term for Y5/6, Spring term for Y3/4). The group was aimed at children who needed support with fitness and physical literacy. • Teamwork club was ran on Wednesday with an AVSSP coach during Summer term. The group was aimed at children who are more reserved during PE lessons and struggle with communication. • Class teachers were encouraged to use a range of activities to ensure children were active during the day. • Each class has a designated break time to play on the trim trail which has been utilized by all children, increasing physical activity. • AVSSP supported all teachers with teaching of PE and encouraged ways to get children more physically active. • Tough runner (Ozzy obstacle course for KS1) and Tough Rower (KS2) hosted for children to have a fun and active activity during the school day.	• Continue Fitness Friends for children next year. • Encourage teachers to keep children active throughout the day, using the daily mile track and wake and shake activities. • Book training for children and teachers on how to use the trim trail safely. • Continue with AVSSP coach. • Book more fun ways to keep children active – tough rower, colour run, Dan the Skipping Man?
Improve and encourage the opportunities for physical activity before and after the school day	• Staff to run after school clubs, free for all children. • AVSSP sports coach to run a sports club, after school on Wednesdays, free for all children. • Companies (Soccer stars, Star Primary and RS Coaching) to run after school clubs.	£0	• Teachers ran a variety of afterschool clubs – dance, netball, dodgeball • AVSSP sports coach ran a variety of afterschool clubs – Y3/4 dodgeball, Y5/6 archery, Y1/2 dodgeball, Y3/4 archery, Y5/6 cricket, Reception multi-sports. • External companies ran a variety of afterschool clubs – RS coaching: KS1 athletics, Y3/4 dodgeball, KS2 racket sports, R/Y1	• Continue running after school clubs through a variety of agencies.

			multi-sports, KS1 basketball and KS2 cricket. Star primary: KS1 gymnastics, KS2 gymnastics • Soccer stars: KS1 football	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				6%
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:
• Create further sustainable improvements to the school for PESSPA	• Ensure that the trim trail in bark area is completed and checked for children to begin using it in Summer term. • Forest school to be ran in EYFS by class teacher and HLTA • Research permanent orienteering course for the school grounds.	£1098	• Trim Trail opened in Summer 1. Staff took children in during a PE lesson to learn how to use the area safely. • Each class has a designated break time to play on the trim trail which has been utilized by all children, increasing physical activity. • Children have engaged with Forest school and it has increased PESSPA • Orienteering course has been booked to be set up around school. Staff will be trained on how to use this during PE lessons and other subjects.	• Training for staff and children on how to use Trim Trail safely. • Reopen Trim Trail. • Forest School to continue in EYFS. • Encourage the use of the orienteering course in all subjects.
• Include the wider community in our PE and Sport with more news and correspondence	• Conduct pupil, staff and parent audits on the successes and improvements of PESSPA • Improve links with local sports clubs in a variety of sport – tennis and hockey	£0	• The majority of staff enjoy teaching PE and feel confident to do so. All like using GetSet4PE planning. • All children enjoy PE and most feel that they learn something new each lesson and are making progress. • Most children enjoy having a play	• Invite local clubs to run sessions at school. • Create school twitter sports page to share how children have done at competitions.

			leader at lunchtime because 'it makes play time more fun'. Tennis clubs and cricket clubs invited in.	
Share updated PE curriculum overview, policy, risk assessments and Sport Premium plan (all in line with whole school improvements and policies)	- Complete a PE monitoring day and feedback to staff the outcome - Update PE policy and share it with staff, asking for their input on changes. - Update PE risk assessments and share it with staff, asking for their input on changes. - Introduce all staff to the aims of PE and Sport Premium spending plan, asking for their suggestions on ways to spend the budget - Update whole school PE curriculum overview.	£0	- Staff meeting (on 08/02/2023) was used to up date staff about monitoring day. Shared with staff children and staff attitudes towards PE, ways in which we can improve PE in our school. - PE policy and risk assessments were updated and shared with staff on the 21/09/2023 then shared with the governors. - During PE staff meeting, staff were asked if they had any suggestions on ways that the PE sports premium budget could be spent. - PE curriculum was updated, removing dance units using iMoves and incorporating more OAA.	- Review PE curriculum overview for 23-24, ensuring progression of skills - Once ratified by governors, share updated PE policy and risk assessments with staff - Review how staff are assessing PE. Are staff aware of head, heart, hands element? - Share 23-24 Sport Premium spending plan with staff and get their input on ways to spend the money.
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				57%
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:

Offer staff support in the teaching of PE and implementing our whole school PE overview	• Continue hiring AVSSP sports coach –Mr Ellis/Mr Limbert • Create timetable for staff to work with Mr Ellis/Mr Limbert • Offer staff team teaching opportunities for areas of curriculum they need support • PE lead (HP) to attend Level 5 Certificate in Primary School Physical Education	£6630	• Staff audit (conducted in Feb 23) showed that all staff who had worked with a Sports Coach for a half term found it helpful and it supported their teaching of PE. • Timetables were created each half term for the Sports Coach. This was then used to create a table to monitor who had accessed PE teaching CPD and ensured everyone had the opportunity. • Staff utilised the CPD opportunities ran by AVSSP – gymnastics, early years motor skill development, fundamentals of movement, tennis. • HP attended the Level 5 course, gaining knowledge and confidence in her role.	• Monitor impact of GetSet4PE planning. • Complete staff audit to identify gaps and areas that staff feel less confident. • Ensure everyone has a half term with the AVSSP sports coach. • Book CPD dependent on staff audit results. • Swimming CPD for Y5 teachers.
Increase the knowledge and skills of the new PE lead in order for them to succeed in their role.	• PE lead (HP) to attend Level 5 Certificate in Primary School Physical Education. • PE leads (HP and ET) to attend Derbyshire County Council PE training courses. • PE leads (HP and ET) to attend AVSSP PE training courses. • Day out of class for old PE lead (RH) to support transition of role to new PE lead.	£3363.54	• HP attended the Level 5 course, gaining knowledge and confidence in her role. • HP and ET attended Derbyshire County Council and AVSSP PE course and conferences which supported them in their roles as PE leads.	• HP to attend PE CPD to improve her knowledge for the role.
Increase the knowledge of progression of skills across the year groups	• Create a progression document for each area of PE to show how skills and knowledge progress through the years. • Create a PE overview, including the learning objectives for each unit of work so that teachers are clear on the learning.	£0	• Progression documents were made to show how skills and knowledge developed each year. This supported teachers with understanding what their children should already know and what they will learn in the following year. • PE overview with learning objectives and progression documents were shared with staff at the beginning of the school year.	• Ensure staff are clear on the progression of skills. • Check progression of skills is thorough and identify any gaps in children's knowledge and skills.

Invest in high quality planning and teaching resources to improve the teaching of PE and staff confidence	• Continue subscription of PE scheme of work to support teachers with the planning and delivering of PE lessons (GetSet4PE) • Cancel iMoves membership • Conduct staff audit to assess success of planning resources	£0	• GetSet4PE subscription ongoing from previous year (3 years paid for in 21/22) • iMoves no longer needed due to GetSet4PE now providing dance units and music • Staff audit in Feb 23 showed that all teachers like using the GetSet4PE planning. •	• Continue with GetSet4PE subscription. • Look into a scheme for swimming lessons.
Increase staff confidence to teach PE twice weekly by ensuring teaching PE is comfortable and enjoyable for all	• Invest in PE kit for all teachers and TA's who teach PE • Invest in more equipment for PE lessons (See K.I 4)	£268.33	• New staff PE kit (1 hoody and 2 t-shirts each) ordered and replacements for other staff. • PE kit supports teachers with the teaching of PE and ensures they are setting a good example of appropriate clothing. • PE equipment that was ordered has ensured we have enough for all children in large class sizes (see K.I 4)	• Ensure that all existing teachers have staff PE kit that fits and is still of good quality. • Purchase more equipment throughout the year as needed.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				9%
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:

Offer a broad range of sports and activities through our whole school PE curriculum	• Review and update the whole school PE curriculum. • Introduce new overview to staff – staff meeting time • Work with DCFC again in Y5 for PE lessons • Purchase sporting equipment required for all PE lessons and extra-curricular activities.	£1573.69	• OAA was introduced to more year groups, which was enjoyed by the children. • Another dance unit was introduced for years 3,4 and 6 to continue from their first dance unit. • Staff were excited about the introduction of more OAA to the PE curriculum. • DCFC worked with year 5 in Summer 1 for the half term (once a week). Children had a practical and theory lesson, learning how to stay fit and healthy. • New equipment was purchased at the start and end of the year to ensure that teachers had everything required for PE lessons. • New equipment was purchased to inspire and motivate children to be physically active.	• Review curriculum for 23/34 – any repetition or desire to try new sports? • Use permanent orienteering course in PE lessons and other subjects. • DCFC to work with Year 5 in Summer 1 again (already booked).
Offer a broad range of extra-curricular sports clubs to children of all ages	• Continue working with Star Gymnastics, Star Primary Morning Sports Club, Soccerstars, RS Coaching • Work with Derby County Community Trust to offer more clubs • Continue hosting AVSSP clubs and a variety of sports – fencing, archery, boxing • Staff to host lunchtime/after-school clubs	£0	• Afterschool clubs continued with Star gymnastics for KS1 and KS2, soccerstars for KS1, Morning sports club and RS coaching. • AVSSP ran 6 afterschool clubs throughout the year (Dodgeball Y3/4, Archery Y5/6, Dodgeball Y1/2, Archery Y3/4, Cricket Y5/6 and Multisports EYFS) • School staff ran 13 lunchtime and after-school clubs throughout the year.	• Continue with all before and after school extra-curriculum. • AVSSP to deliver a variety of different sports during after school clubs. • Encourage staff to lead lunchtime and after school clubs.

Inspire children to take part in more sport and a wide variety of sports	• Create strong links with local clubs – rugby, tennis, hockey • Continue links with Belper Sports, Belper Town and Belper Marlins	£0	• Belper Cricket club came to run a cricket session with Y4. • Links have been made with Belper Tennis club. • Links to local clubs are advertised on the school website.	• Organise for Belper Tennis club to run a session for various year groups. • Invite Belper Cricket club to return. • Create links with other external clubs – Hockey?
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				14%
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:
Enter a wide variety of sporting competitions across all age groups	• Continue affiliation with AVSSP • Enter AVSSP competitions 2022/23 • Create competition calendar for staff to sign up to during staff meeting in Autumn 1 • Enter other local sporting events (EFL Kids Cup, Football & Rugby Leagues) • Supply teachers may be needed to cover staff to attend competitions	£1969	• Affiliation with AVSSP enabled the school to enter 26 number of sport events. • Year 5/6 children competed in the football league. • Children from Y1 through to Y6 participated in competitions, including many children who had not competed for the school previously. • 121 children took part in a competition.	• Continue affiliation with AVSSP in 23-24 • Look into entering more competitions in 23-24 • Increase amount of children involved in competitive sport - Enter sports festivals for children that do not feel confident to go to competitive events.

Encourage more competitive sport in the local area and at St. John's through participation in inter/intra-school competition	• Host local cluster competitions at St. John's • Host annual KS1 and KS2 Sports Days • Host annual KS2 House Matches • Invite Y10/11 PE students from local school to help host and lead events • Encourage more competitive sport as part of Golden Time each half term • Purchase new team kit for events so that children feel united.	£473.56	• KS1 and KS2 Sports Days took place with parents invited to watch. All children in KS1 took part in every event and received a sticker for 1st, 2nd and 3rd or for participating. • KS2 House Matches took place which all children participated in. • Y10 children from Belper School supported in the running of House Matches. • Dodgeball and Football were often chosen and organized for Golden Time. • New sports t-shirts were bought in a variety of sizes. The school logo is on the front and 'St John's C.ofE. Belper' on the back. This will help the children feel part of a team at competitions and be enthusiastic to attend. (Not being used until 2023/24)	• Start half-termly intra school competitions. • Ensure more girls are involved in competitive sport (other sports than football?) • Encourage staff to offer sporting activities for Golden Time. • Organise mini-tournaments at lunchtimes to increase intra-school competitions in KS1.
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Miss H Proud
Date:	14/07/2023
Governor:	
Date:	