

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. **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	£ 0.07 overspend
Total amount allocated for 2021/22	£ 13,000
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ - 0.07
Total amount allocated for 2022/23	£ 14,000
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 13,999.93

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 practiced 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>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 2022.</p> <p>Please see note above</p>	All students have made excellent progress -30% can achieve this independently, 70% with reduced buoyancy.
<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>	All students have made excellent progress -30% can achieve this independently, 70% with reduced buoyancy.
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	All students have made excellent progress -30% can achieve this independently, 70% with reduced buoyancy.
<p>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?</p>	Yes - We have facilitated 2 members of the school team to achieve an STA swim Teacher qualification and therefore increase swim and club sessions

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: June 2023	
<p>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</p>					<p>Percentage of total allocation:</p> <p style="text-align: center;">6.5%</p>
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?:
To continue to offer a safe and fully inclusive adapted cycling provision.		Ensure bikes and go-karts are serviced annually, and well maintained. Teachers and support staff trained in how to deliver safe and effective cycling sessions.		£680	These continue to be a very popular activity for our students. They are used consistently during break/lunchtime and active learning sessions. The trikes have been a driving factor in increasing regular physical activity outside of PE lessons.
To raise the profile of physical activity within the classroom by offering structured active activities for teachers to use.		Renew subscription to Jump Start Johnny. This online platform will allow teachers to access and deliver fun and energetic workouts, physical challenges, games and calming relaxation activities.		£226.80	Students have found this a very fun resource. It has been very useful in the classroom, providing short, focused, music-based movement activities that help to refocus students on classroom learning.
					Sustainability and suggested next steps:
					<p>Bikes and go-karts will continue to be maintained annually and repaired when necessary. There will also be a continuous programme of staff training to ensure bikes are used effectively and safely.</p> <p>Liaise with class teachers to ascertain how much it is being used and re-subscribe. Teachers to research any other alternatives and subscriptions to further increase activity levels</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:
				31.8%
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 improve, literacy and numeracy attainment levels through active learning opportunities	Re-subscribe to the Teach Active programme, which enables teachers to access numeracy and literacy games and resources that focus on the students learning whilst being active.	£1050	There continues to be increased engagement from students during these literacy and numeracy sessions. Data also indicates an improvement in attainment levels.	We will look refresh training to all teaching staff to ensure maximum benefit from the programme.
To promote literacy, numeracy and communication skills, as well as increase engagement during onsite watersports sessions.	Purchase interactive sensory music stations, Install a mixture of sound, visual, and discovery-based stations, catering for all abilities promoting cross-curricular and outdoor learning around the pond.	£1900	Equipment to be purchased in July 2023. The planned impact is: <ul style="list-style-type: none"> Increased student engagement Enhancement of pond based sessions Development of communication and core skills Achievement of EHCP targets within the outdoor environment 	Purchase additional stations and further develop the pond learning environment
To create a more sensory, interactive, and immersive outdoor environment for all students to access during water sports sessions and outdoor learning.	Stations to be installed by contractor in various positions around the pond, accessible to students.			
To provide a variety of equipment and resources in to support the delivery of active learning.	Purchase equipment bags for all classes that include a variety of games and equipment to engage all students.	£1501.98	Equipment has been successfully used for movement breaks, sensory circuits, lesson re-engagement, and during break/lunch times.	Liaise with the Youth Sport Trust and plan a range of active learning training opportunities for school staff
To raise the profile of physical activity as a means of increasing attainment throughout the school.				

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				10%
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 increase our capacity to deliver safe and high-quality archery sessions.	Arrange for two members of the PE department to undertake Archery Leaders course	£400	Having all 3 members of the PE department with an archery instructor qualification will allow us to deliver more sessions to school and college students throughout our summer programme.	To develop our archery range, so that it can be utilised more during the year, and potentially as a multi-sport area.
To further develop our swimming provision and increase delivery	Liaise with STA authorized provider to host training 5 members of staff (2 school, 2 college, 1 OT) to complete STA Swim Teachers course, and safety award. Purchase a variety of equipment to enhance and support aquatic sessions	£910 (training) £98.97 (resources)	Having additional qualified swim teachers has allowed us to offer additional swimming and therapy sessions. Deliver of high quality swim teaching resulting in increased swimming attainment. The specialist swim jackets have provided our youngest primary students with the right buoyancy to support their swimming, as standard belts are too big. The students enjoy interacting with the variety of pool toys, leading to increased engagement.	Staff to undertake refresher course to maintain qualification. Delivery of regular swim clubs. Potentially put any new Physio/OT staff through both awards to increase provision and collaboration with therapy teams
Develop the skills and knowledge of staff to confidently deliver MATP.	Liaise with Active Surrey and Special Olympics to host a training day in MATP.	No Cost	PE Staff and therapy staff more confident to deliver the MATP within PE and therapy sessions.	Establish links with other Surrey schools and create more regular inter school events.
Motor Activity Training Programme (MATP) was developed by Special Olympics and is a movement-based sports programme providing more meaningful sport and physical activity for young people with complex needs.	Collaborate with the physio team to attend		St Piers will host a MATP event in July as part of the Surrey School Games programme. This will enable our students to compete against other schools as part of a festival day. This will be the first MATP event run in Surrey.	Raise the profile of St Piers by offering to host regular Surrey training days, and a new annual event.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				50%
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 a new inclusive paddlesport experience and further develop our water sports programme.	Purchase a Katakana (Double canoe joined by support beams – extremely stable on the water and easy to embark/disembark from)	£3630	Students have found it easier to access the boat and therefore participate. The boat is very stable so has reduced the anxiety of students - this half term a student that was very anxious and got into the Katakana and enjoyed a boating session for the first time. It has allowed us to accommodate more students on the pond at any time.	To purchase another katakanu and locate at Wier Wood reservoir. This would enable us to develop our offsite programme.
To introduce students to a new sporting experience.	Create link with Sussex Bears wheelchair basketball club and arrange sessions to be delivered by an external coach.	£700	Ricky Perrin from Sussex bears delivered a block of sessions and supported during our activity week. The sessions allowed students to learn how to manoeuvre a wheelchair, and then work on all aspects/skills involved in basketball. All sessions were thoroughly enjoyed, and it was also a very positive experience for several of our students that are regular wheelchair users.	To source some specialist wheelchairs chairs, so that students so we can continue to access this sport/activity Attend a wheelchair sport event
To develop our dance provision and broaden our students' experience of dance and related activities.	Arrange for Kicks Dance academy to facilitate a 5-week programme, delivering weekly sessions to all primary students. Purchase equipment and matting to support the delivery of dance.	£2670	The students thoroughly enjoyed expressing themselves and learning a new dance routine. Achievement of dance assessments from our PESSPA assessment framework. A successful day of dance was also delivered in our activity week to allow more students in school to experience and enjoy dance.	We will look to run another 6-week dance programme in 2024. Staff to attend dance instructors' course to ensure sustainability of activity and to embed into the PE programme. Review dance planning documentation.

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			1.4%
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?:
To introduce our students to the sport of Kin-ball, with a view to playing competitively both at an intra and inter school level.	Purchase Kin-ball equipment. Introduce the sport via different games activities dependent on the ability level. Once students are familiar with the game, we will look to start intra-competition as part of our school games programme.	£190	We are looking to introduce the sessions at the end of the summer term (22-23), and in the Autumn term (23-24)
			Once activity is established, we will potentially look to invite other member schools from the Surrey Special Schools Sports Association and host an inter school event.

Signed off by	
Head Teacher:	Ginnie Batten-Evatt – Head of School
Date:	
Subject Leader:	Document completed by Primary PE coordinator – Olly Whitefoot
Date:	
Governor:	
Date:	