

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	£0
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£ 19530
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 19530

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>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>	95.56%
<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>	95.56%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	95.56%
<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

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:	
<p>Key indicator 1: 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</p>					<p>Percentage of total allocation: 47.3%</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>Fitness: To use cross curricular orienteering to create active lessons and outdoor lessons</p>	<p>Carry on Cross Curriculum Orienteering and paid membership which will provide all children with a new way of keeping active during lessons and lunchtime. Training for all staff in orienteering to provide cross curricular links, up skill staff and ensure long term impact. All children participated in a problem-solving focus week.</p>		<p>£250</p>	<p>All children have shown a better understanding of how to use a map and have enjoyed the physical element of orienteering shown in our whole school meeting. This allowed children to improve on their listening and teamwork.</p>	
<p>Barriers to exercise: We will continue to consider any barriers (such as cost) that prevent children from attending sports clubs and work to remove them. Arrange for pre-teaching of PE lessons to take place for children who would benefit from it (boosting self-esteem and skill acquisition).</p>	<p>PE lead has worked with DA lead to create a free sports club for DA children to allow those who struggle with paying for clubs outside of school access to exercise.</p>		<p>(PP funding)</p>	<p>30 DA pupils have had access to a multi-sports club running during the year. It gave those children additional access to engage in a range of sports, we can see 96% of DA children have made good progress in PE.</p> <p>All PP pupils from Year 4-6 made</p>	
			<p>Sustainability and suggested next steps:</p>		
			<p>Building on the success of orienteering we will now develop outdoor learning and implement it to a lesson every half term in every year group.</p>		
			<p>PE lead and DA lead will analyse data to identify other DA children and work to ensure good or better progress.</p>		

<p>During the school day: School funded swimming to support children who haven't achieved KS2 Swimming National Curriculum.</p> <p>Active playground: We are continuing to create an active playground for all children by providing opportunities for children to undertake 30 minutes activity each day with Non-Stop action.</p>	<p>Swimming Teacher and PE lead will identify children who will not meet the Ks2 Swimming National Curriculum. We will ensure they will have extra Swimming lessons on Monday for those children.</p> <p>Continue to use Non-Stop-Action to provide a play-leader at lunchtimes who will run age level small competition with two classes per day.</p> <p>In year 3, children are taught a range of Playground games and how to use them at break time.</p> <p>Playground equipment boxes to increase participation in physical activity on the playground.</p>	<p>£1800</p> <p>£7194</p>	<p>good progress in line with their peers.</p> <p>Some Children who had been predicted to not meet the target had achieved KS2 National Requirements of Swimming.</p> <p>Active playground: A sports club was run (by Non-Stop Action) for two different classes per day meaning the playground was more active. Each child that took part received an additional 30 minutes of exercise per day.</p>	<p>Swimming Catch up and Support will carry on.</p> <p>Non Stop Action will carry on.</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation: %19.2</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<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>PE Leader and PE specialist: PE specialist teacher will be given time to meet with the PE subject leader to ensure that the entire PE curriculum is being taught to an outstanding standard as well as all needs of all children being catered for. They will look at data and use it to create groups which require extra/ learning or targeted support.</p>	<p>PE lead and PE specialist given time to plan together and to use target tracker to analyse assessment information on groups that need more support.</p>	<p>£3588</p>	<p>PE lead and PE specialist worked together to help implement new orienteering units and ensured that all units are updated.</p>	<p>PE lead, PE specialist and new swimming teacher will plan together taking account of pupil and staff voice to ensure our PE planning is of the highest standards.</p>
<p>Equipment: We will continually upgrade and enhance our sporting equipment to ensure our children get the highest quality education. This will support teachers and PE specialist to provide the best education in lessons.</p>	<p>PE grant was used to buy equipment for the school. Items: Vinyl Rugby Tag Belts (10 belts - 20 Tags) Green - £24 Vinyl Rugby Tag Belts (10 belts - 20 Tags) Red - £24 Vinyl Rugby Tag Belts (10 belts - 20 Tags) Blue - £24</p>	<p>£72</p>	<p>Equipment: Children will always have access to the best equipment to help them achieve their best learning.</p>	<p>PE grant and fund raising to keep PE stocks high quality</p>
<p>School celebrations: The newsletter, assemblies and website will continue to be used to promote and celebrate sporting activity.</p>	<p>Working with the office, children have been writing a reflective comment on tournaments or sporting events for the newsletter and assemblies that they have participated in over the year. Parents attending sports events.</p>	<p>£0</p>	<p>The impact that this created is that the children were able to be proud of their achievement and it has help foster a growing interest in clubs and sports for all children to get involved in as well as pride in the school.</p>	
<p>Leadership and social skills: Year 6 sport leaders will provide peer to peer coaching schemes.</p>	<p>PE lead trained a group of Year 6 children to lead PE and playground games</p>	<p>£99</p>	<p>We have created a group of PE leaders to coach other pupils</p>	

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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Percentage of total allocation:
17.7%

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>PE admin and coaching: The PE coordinator will support and coach the new members of staff and trainee teachers who teach PE lessons.</p> <p>Training: Barnet Partnership for School Sport (BPSS) membership will provide excellent courses for staff to help PE lead and PE specialist further train and support staff in school with PE. It will also provide tournaments that we can participate in.</p> <p>Staff: PE Specialist coaching teachers</p>	<p>PE coordinator/PE specialist will arrange for team teaching and opportunities for observation to ensure all adults are confident teaching PE.</p> <p>PE coordinator has signed up to courses over the year to help provide 3 CPD for the school. We have also partakes in 15 tournaments which involved over 160 children</p> <p>PE specialist will coach and model</p>	<p>£3588 (same indicator as 2)</p> <p>£850 BPS</p> <p>£3588 (Cover for subject leader and specialist)</p> <p>£2611.20</p>	<p>PE Admin and Coaching: ECT has become confident in teaching outdoor PE. All teachers are confident in teaching PE units as relevant.</p> <p>Training: Increase confidence in staff teaching PE. Improvements in planning, that allowed to further staffs understanding of PE and enhance skills that they learn during these lesson.</p> <p>High quality teaching has been delivered by our PE specialist.</p>	<p>Maintain level of staff confidence and quality of teaching and learning as new teachers join the school and others move to new year groups.</p>

and develop planning.	to teachers and have time to develop planning.	(coaching cover)	They use their expertise to help support and provide CPD to teachers as required. PE has consistently been taught well over the year	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 15.8%
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:
<p>Inclusiveness:</p> <p>We are going to set up an athletics club which all children would be invited to attend. The club will focus on the basic skills of throwing, jumping and running. There will also be a separate group within the club to allow our gifted and talented children to train for upcoming athletics events.</p> <p>Money will be set aside to continuously improve our sports day. This involved intra-school</p>	<p>The Athletics club will be arranged for Thursday after school and Friday afternoon lessons, to provide children with extra practices for competitions and to enhance skills in a wider variety of sports beyond the core curriculum.</p> <p>Everlast PC Basketball Unit £270</p>	<p>£2816 (part of covering for sports clubs and tournaments)</p> <p>£270</p>	<p>The athletics clubs have extended our greater depth children's skills and fluency; it has provided more focus on individual athletics skills. The athletics club went to an inter-school competition in which they beat the best field team. Success was celebrated with the whole school community and shows great pride in sports.</p> <p>Children had a positive experience, implementing their skills in a variety of sports based on athletics</p>	<p>Maintain athletics clubs and build capacity with children per coaching.</p> <p>We will work with BPSS to help us support our growing SEN numbers as effectively as possible for this high-profile</p>

<p>competition.</p> <p>Pupil voice: Children will be asked what they would like the school to include in their PE lessons and any extra clubs they would like at school.</p>	<p>Part of Whole School Meeting, we take children's opinion about subject of their interest and ask them questions regarding that.</p> <p>Sports leaders have also worked with the PE lead to give suggestions on how to improve PE at school. They were also trained by the BPSS group to learn how to lead sports in a school.</p>	<p>£99 (For Sports leadership, same indicator as 2)</p> <p>£850 (Indicator 3 from BPSS)</p>	<p>and Olympics style sports. We had the right resources to allow us to run the sports day smoothly.</p> <p>Children were happy they got a chance to speak and voice their opinions on PE. They led to changes in the playground for next year regarding girls' football and led to more clubs being booked in for school.</p>	<p>event.</p> <p>We will continue you to work with the children actively to improve PE.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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>Inter tournaments.</p> <p>Children to participate in football tournaments. Year 6, 5, 4 and 3 all will participate in power league tournaments run by BPSS. Girls' football teams to participate in these tournaments.</p> <p>A Year 5 school football team and girls' team will be participating in a brand-new school tournament in Bishop Douglas secondary school.</p> <p>Participate in Barnet school league and cups, for Year 6/5 school football teams and girls' team so children are actively participating in tournaments and our</p>	<p>We will enter all tournaments that have been laid out in the intent. Children have been coached over the year to give them confidence and team skills.</p> <p>Both Year 6/5 Whole school teams participate in Barnet wide Borough leagues, children understood how to play competitively and understood</p>	<p>£2816 Used to cover classes for PE lead or specialist to take teams to tournaments.</p> <p>£850 (Indicator 3 from BPSS)</p> <p>£2816 Used to cover classes for PE lead or specialist to take teams to tournaments.</p> <p>£2816 Used to cover classes for PE lead or specialist to take</p>	<p>Children are now participating in Barnet borough-wide tournaments, children are applying a range of skills to football matches in a competitive way. All the children were more confident, resilient and worked hard as a team. Year 6 School team A came 2nd and B team got knocked out in the group stage. Year 5/6 and Year 3/4 Girls team knocked out in group stage.</p> <p>Year 5 Boys/Girls team A and B participated in Bishop Douglas tournament; children are applying a range of skills to football matches in a competitive way. All the children were more confident, resilient and worked hard as a team. Year 5 school team won tournament, Year 5 School B team knocked out in group stages, Year 5 girls A and B team knocked out in group stage.</p> <p>Both Year 6 school teams and girls' team participated in Barnet wide borough leagues and cup, children understood how to play</p>	<p>Schools will continue to prioritise competitions and maintain the level of competition for next cohorts.</p>

<p>most able PE pupils have opportunities to further their skills and confidence.</p> <p>Netball league, a mixed year 6 and 5 team to participate in leagues.</p> <p>Cross country mixed team, year 4, 5 and 6 participating. Increasing children participation cross country tournaments.</p> <p>Tennis tournament for Year 3 4, 5 and 6.</p> <p>Boccia come try it festival Year 3.</p>	<p>how to play with a long-term picture.</p> <p>The team of TAs supported EHCP children to engage access with sports</p>	<p>teams to tournaments.</p> <p>£850 (Indicator 3 from BPSS)</p> <p>£2816 Used to cover classes for PE lead or specialist to take teams to tournaments.</p> <p>£850 (Indicator 3 from BPSS)</p> <p>£2816 Used to cover classes for PE lead or specialist to take teams to tournaments.</p> <p>£850 (Indicator 3 from BPSS)</p>	<p>competitively and understood how to play with a long-term view. Children grew resilient, to understand the lows and the highs of a league and cup. Girls' 1st league in their league and knocked out in the Semi Final Barnet borough wide cup and Southwest Cup, Boys 1st in the league, 2nd in the knockout stage cup, knocked out in the Semi Final for two cups.</p> <p>Children grew resilient, began to learn how to work well as team and went on to win the Borough Cup and go off to represent Barnet in LYG. The team came 3rd in the league.</p> <p>Children had gained strength and stamina during the training. They had grown in resilience, determination and understood how to run competitively. The Brookland Team came 1st overall in two Barnet cross country runs.</p> <p>Extended our greater depth children, working hard as team. They all had grown in resilience, determination and understood how to play with precision. Year 3/4 team came 3rd and Year 5/6 team won the tournament.</p> <p>SEN children got to experience a competitive game, which they got to work as a team. They got to</p>
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<p>Summer athletic games, Cophall meet which all children can actively participate in. Year 3 to 6, participate in a variety of games.</p> <p>Dynamos cricket tournament for Year 5 and 6 boys and girls.</p> <p>Intra tournaments: Sports days, all children participate in a variety of athletic events during the day.</p>	<p>beyond PE lessons.</p> <p>Intra-tournaments enable our school to grow closer with another of our closest secondary schools. An inclusive day which lets children get involved with sports. Children working with children that may have not worked with before across year group.</p>	<p>£2816 Used to cover classes for PE lead or specialist to take teams to tournaments.</p> <p>£850 (Indicator 3 from BPSS)</p>	<p>experience a competitive game, which all those children participated enjoyed.</p> <p>The athletics clubs have extended our greater depth children, it has provided more of a focus on individual athletics skills. The Athletics club went to an inter-school competition which they won best field team.</p> <p>The Cricket team was created due to children wishing to represent their school in cricket. This allowed those that played cricket regularly to represent the school. The boys' cricket team went to play at LYG to represent Barnet. Girls Tournament was cancelled due to weather and strikes.</p> <p>Children had a positive experience, implementing their skills to a variety of sports based on athletics and Olympic style sports. It allowed us to work closely with another local secondary school.</p>	
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	

Created by:



Supported by:



Date:	
Governor:	
Date:	