

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 31st 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](#).



Stapleford Primary School

Sport Premium Funding 2022/23

What is the Sports Premium?

The government is providing substantial primary school sport funding. The funding is being jointly provided by the Departments for Education, Health and Culture, Media and Sport, and will see money going directly to primary school headteachers to spend on improving the quality of sport and PE for all their children. Each school will receive £16,000 plus an extra £10 per pupil each year. The money can only be spent on sport, PE provision and related resources in schools.

Stapleford PE and Sport Vision:

At Stapleford Primary School we ensure high quality provision of Physical Education is delivered to all pupils. We are passionate about children learning to live a healthy and active life, and seek to promote this at Stapleford School. Through quality whole class teaching of PE, our achievement of the Healthy Schools Award, a large variety of sporting clubs at lunchtimes and after school and participation in inter-school competitions, we strive to inspire our children towards healthy lifestyles. Stapleford Primary School's priority is to increase participation in high quality and exciting sporting opportunities for all children in our school.

We do this by:

- Planning and providing a wide range of extra-curricular sporting clubs and activities
- Providing extensive and high quality resources,
- Celebrating the success of our sporting achievements with the school community,
- Participating in inter-school sports activities/games/matches,
- Fostering strong links with local sports clubs and specialist teachers,
- Supporting and engaging the least active through lunchtime clubs and identifying older children to run active clubs for other children,
- Engaging with the local Sports Partnership to ensure that training opportunities for staff at Stapleford are offered and used.

Details with regard to funding

Please complete the table below.

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|--|---------|
| Total amount carried over from 2021/22 | £0 |
| Total amount allocated for 2021/22 | £36,975 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £0 |
| Total amount allocated for 2022/23 | £16620 |
| Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023. | £16620 |

Swimming Data

Please report on your Swimming Data below.

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| <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 2023.</p> <p>Please see note above</p> | 87.5% |
| <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> | 87.5% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 100% |
| <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> | No |

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: | |
|---|--|--|--|----------------------|---|
| 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: 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?: |
| <ul style="list-style-type: none"> All children benefit regardless of sporting ability. That all children are given the opportunity to be introduced to a variety of sporting activities and adventurous activities. <p>That the children are given the opportunity to compete in inter-school tournaments, competitions and festivals.</p> | | H&WSSP Primary PE Consultancy: Core sports partnership membership, enabling participation in events, advice etc. (plus specialist teaching). | | £2000 | <ul style="list-style-type: none"> Busy, active, healthy children. Children are praised for their sporting efforts. Reward of celebration for completion of events, participation in events leads to increased self-esteem. Children develop Growth Mindset: – “I can’t do it....YET!” |
| | | | | | <p>Member of staff to be allocated time to arrange and attend sporting events with pupils.</p> <p>Sporting achievements to be celebrated in class, assemblies etc. regardless of whether it was a victory. Progress, effort and enjoyment to be the focus.</p> <p>Growth Mindsets to be discussed at every opportunity e.g. collective worship, playtimes, circle times, sporting activities.</p> |

| 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: |
| <ul style="list-style-type: none"> To rejuvenate the playground area and equipment To manage playground behaviour and keep children active by providing a play leader/sports coach every lunchtime To encourage healthy eating and exercise | <ul style="list-style-type: none"> Further develop the outdoor space and playtime activities on offer at the school to encourage physical development Play leader to manage a different sporting activity every lunchtime <p>Breakfast Club and After School clubs to encourage children to eat healthily and participate in exercise and adventurous activities</p> | £1000 | <ul style="list-style-type: none"> Busy, active, healthy children. Supporting and engaging the least active through lunchtime clubs and identifying older children to run active clubs for other children. <p>Equipment will be used even more effectively to maximise learning in both lessons and clubs</p> | <p>Rotate the equipment on offer to the children at playtime/lunchtime to keep it exciting. Replace consumables as required e.g. ping pong balls etc.</p> <p>Sports leader to ensure all age groups have at least one lunchtime activity aimed at them each week.</p> <p>Children using the wraparound care are provided with a variety of healthy snacks to choose from. Their choices are to be discussed. Children are to be regularly taken out side to use the outdoor equipment e.g. trim trail</p> |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|---|--------------------|--|--|
| | | | | 30% |
| 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: |
| <ul style="list-style-type: none"> To improve teaching by planning and providing appropriate training for staff. Forest School | <ul style="list-style-type: none"> Staff to shadow PE coach who deliver specialist lessons (Joe Clemo). - Training sessions to upskill teaching staff and TA The Forest school is not being used to cover PPA and will run for one morning per week. Engaging with the local Sports Partnership to ensure that training opportunities for staff at Stapleford are offered and used. | £5000 | <ul style="list-style-type: none"> Teachers will use modelled and scaffold skills in their own lessons, building on progression within taught area. Training will deliver skills to staff to successfully input good or outstanding teaching. Teachers will accompany the pupils and develop their own skills to enable them to run the sessions in the future Teachers demonstrate confidence in planning and delivery of PE lessons. The use of iPads in PE lessons to monitor children's progress, | To be able to achieve a Sainsbury's silver/gold mark |

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| | | | improvement and peer assessment. Observations of children and staff during PE lessons. | |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: 22% |
| 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: |
| <ul style="list-style-type: none"> To increase the range of sports offered throughout the school. To increase participation of all children in variety of sporting opportunities. To fully embed the forest school into school life <p>To further develop the opportunities for physical development within the foundation stage outdoor environment.</p> | <ul style="list-style-type: none"> To investigate opportunities of variety of sports offered to schools. Professional dialogue with other schools in relation to good practice. Teachers to ensure clubs that are run show variety and change through the academic year PE Subject leader to log activities of all sports that are participated in school (as sporting 'passport') To log sports in school and sports out of school. | | <ul style="list-style-type: none"> Greater variety of clubs offered ensures that more children are becoming more active and they are developing their skills. Variety of clubs to promote healthy lifestyles and increase amount of children participating in these club Children are praised for their sporting efforts reward of celebration for completion of events, participation in events, etc. Share news on half termly newspaper from Sports | <ul style="list-style-type: none"> To make more links with external agencies to provide children with the opportunity to play unique sports Develop the Forest School to encourage adventurous outdoor learning A range of different sporting events attended both through competitive events and festivals styles presentations to |

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| | <ul style="list-style-type: none"> • Set up a forest school where the children are exposed to adventurous physical activities. • To utilise the school grounds as much as possible for activities such as forest school and orienteering which will allow children to develop their participation in outdoor and adventurous activities. <p>Provide the foundation stage with resources that enhance the outdoor physical and adventurous activities that the pupils are exposed to.</p> | £3620 | <p>Ambassadors/Health Counsellor?</p> <ul style="list-style-type: none"> • Forest school is up and running and children are regularly participating in adventurous physical activities in the forest. • The sessions are offered to all pupils, however they will also target the least active children, those who do not enjoy PE, and those with poor self-esteem, aiming to build their self- confidence, improve mental health and increase their level of activity through walking, climbing, and team games. • Foundation stage children are enjoying being engaged in many different outdoor physical activities <p>Increased after school clubs and participation in PE and sport.</p> | engage pupils in a wide variety of sports |
|--|--|-------|---|---|

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|--|---|--|---|---|
| | | | | 30% |
| 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: |
| <ul style="list-style-type: none"> All children, at some point, are able to represent the school in a competitive sporting fixture regardless of sporting ability. That the children are given the opportunity to compete in inter-school tournaments, competitions and festivals | <ul style="list-style-type: none"> Core sports partnership membership, enabling participation in events, advice etc. (plus specialist teaching). H&WSSP Primary PE Consultancy Admin hours allocated to accompany pupils to events and establish a Health & Wellbeing Team | £2000 (already accounted for above) £5000 | <ul style="list-style-type: none"> Health & Well Being Team to monitor impact of daily exercise Health and Well Being Team have ownership and autonomy over the PE action plan and strategy and can articulate the aims of the plan Health and Well-Being Team complete termly review of the strategy to ensure high expectations | Continued links with specialist organisations and coaches |

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| Signed off by | |
| Head Teacher: | <i>J. Skillito</i> |
| Date: | 26/07/23 |
| Subject Leader: | <i>J. Skillito</i> |
| Date: | 26/07/23 |
| Governor: | |
| Date: | |