

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	£ 21,839
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 0
Total amount allocated for 2022/23	£ 21,839
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 21,839

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	42%
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	42%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	52%
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

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:
				35% (£7643.65)
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: £7643.65	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
1. To ensure that all pupils at Whitehall Primary School receive up to 2 hours of high-quality inclusive PE lessons each week. 2. Cycling proficiency to be accessed by children in Year 5. 3. Out of hours provision.	1. The PPA timetable is built around the PE requirements, allowing the PE team to deliver 2 sessions of PE to each class within the school. 2. Enable the children to ride their bikes safely and with good road safety knowledge. Encourage children to cycle more frequently. 3. Give all children the opportunity to join clubs and activities.		1. –children are enthusiastic and show a clear enjoyment of the PE curriculum on offer. - Many children actively engaged in after school activities and clubs. 2. Children more confident when riding their bikes. An increase in students owning and using their own bike. 3. Track the number of children across the age ranges that attend the out of hours clubs.	1. Pupil questionnaire asking opinions on what the children would like to have on offer in terms of extra-curricular opportunities. 2. Continue to work with Bikeability to encourage children to learn to ride safely. 3. Continue to encourage children to attend after school clubs. Keep organizing many and

4. All children to undertake at least 30 minutes of physical activity each day, in addition to their 2 weekly PE sessions.	4. A range of activities provided for our children to be involved in at lunchtimes, some to be led by school staff. Children making use of the playground equipment, the outdoor gym, the Daily Mile track, the putting green, and the extensive grounds available to them.		4. Children are more active and engaged in physical activity during break times and lunchtimes. Fewer incidents in the playground due to a variety of activities to keep children focussed and engaged.	varied clubs, competitions and activities. Introduce a spreadsheet database recording attendance with breakdown of: SEND, G&T, PP, gender. 4. Introduce a competitive element to lunchtime activities and extend lunchtime clubs further. Lunchtime supervisors to be supported in delivering activities and games with the children during the lunch hour.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 20% (£4,367.80)
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: £4,367.80	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
1. Clear notices displayed on notice boards giving details of sporting internal and external activities. Extra notice board for sports activities and events.	1. Keeping children and parents informed of various sporting activities. Giving children the opportunity to see what is on offer within school and from local sports facilities.		1. Allowing children the opportunity to attend clubs and activities and to be aware of when they are taking place.	1. Raised profile of sporting activities we offer, and keep children and parents fully informed.

2. Sporting achievement certificates regularly presented in assemblies 3. Newsletters 4. For pupils to be healthy and active, taking part in physical activity and aspiring to compete at the highest level.	2. Encourage children to celebrate the certificates and medals they achieve. 3. A monthly newsletter goes out to all parents, with a section dedicated to the achievements made in PE. 4. Healthy Eating week; Aspirations Week; Sport Relief Week; Extensive Extra-Curricular activities available and shared with parents on notice boards and through Parent Mail on a weekly basis; Sports Days.		2. Pupils take pride in receiving certificates. 3. Parents and children have a greater understanding of what is happening in school and a higher perceived importance of PE. 4. Increased participation in extra-curricular activities, positive feedback from parents regarding last year's Sports Days, enhanced knowledge of the importance of eating healthily, robust systems in place for communicating with parents.	2. Continue to celebrate the children's achievements and motivate others. 3. Continue to celebrate the wonderful work that we are offering here at Whitehall Primary. 4. To broaden the range of activities available to children after school, by continuing work with external providers (LCFC in the community and Leicester Riders Foundation.)
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				10% (£2183.90)
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: £2183.90	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

1. Swimming - Health and safety awareness and up-skilling of staff including wet and dry swim tests 2. SEND – differentiation working with TAs working with 1-1 staff 3. Member of SSPAN 4. To continue to improve standards of teaching and learning in PE across the whole school.	1. Annual wet and dry test for all staff taking part in swimming activities. 2. Risk assessment completed and understood by all staff Differentiation included in. planning – TAs and 1 – 1 made aware of key objectives and outcomes. 3. PE team inform staff of SSPAN events and activities. Offers CPD opportunities. 4. To ensure a range of equipment available to use for PE lesson, and in sufficient quantities. Pre-recorded video clips completed by the PE Team, demonstrating key skills, have been made available to all staff. PE lead to work on further videos on specialist		1. Certificates received by staff. Swimming File made available for staff to read. Risk Assessments provided for staff files. 2. Greater knowledge and confidence for teaching staff when working with SEND children. 3. Staff and children attending SSPAN organized activities and events. PE team are well informed about events and changes with PE school sport in general. 4. Ensuring equipment and apparatus is readily available to assist in the delivery of the PE lesson, and thus maximise active lesson time.	1. Staff supported to be confident with the organizational and functional arrangements of swimming. 2. Continued CPD 3. Continued CPD. Continue to buy into Leicester SSPAN offer. 4. Monitoring of PE lessons by SLT and PE lead. PE lead to feedback to SLT & SIP following monitoring.
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	skills.			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 20% (£4367.80)
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: £4367.80	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Additional achievements:				
1. A broad, balanced and varied PE curriculum, delivered by an extensive PE team, which offers a variety of sports and activities to all pupils.	1. The continued provision of a wide range of activities both within and outside the curriculum in order to increase the pupils' fitness and involvement.		1. Children have had the opportunity to engage in a wide range of skills to further enhance their knowledge and understanding of sport, fitness and health.	1. To continue to offer a diverse curriculum. Teachers and children being exposed to new ideas for future use.
2. A variety of lunchtime and after school clubs are offered to our children: Football, Gymnastics, Just Dance, Basketball, Cricket, Kwik Cricket, Athletics, Rounders, Netball, Hockey, Cross Country, Balls Skills, Multi-Skills, tennis	2. To engage children in extracurricular activities in order to further develop skills and improve levels of physical activity.		2. Evidence of a good take-up of all clubs. Children learning new skills in fun learning activities.	2. Continue to include and encourage children to be involved in lunchtime and after school clubs and to track attendance/

Dodgeball and Tri Golf.				progress. Look to offer more new and exciting clubs in the future. Continue to use and fund expertise through outside providers.
3. Development of the following activities within the curriculum to give a broader range of activities available: Boxercise, Dance, Pilates, Fitness , Rugby and Tennis.	3. Including these skills in the planned PE programme across all age ranges. Purchase of boxing gloves and pads to increase effectiveness of teaching in Boxercise work.		3. Children across all year groups given the opportunity to take part in a range of different activities.	3. Introduce more opportunities for KS1 children in order to enhance skills at an earlier age. Making full use of outside providers.
4. Development of basketball and tennis by using outside providers to enhance skills.	4. Working with KS2 children to enhance ball skill and control.		4. Children are much more confident and enthusiastic with their abilities.	4. Continue to make use of outside providers.
5. WICKETZ delivery programme for year 4. Free opportunity to play cricket on Sundays.	5. Allow children access to free cricket sessions.		5. Hope to see an uptake in future after school cricket clubs.	5. Continue partnership with LCCC.
6. Leicester City Hockey delivery for Year 5/6 and F2 classes. All classes got a 2 week taster and then vouchers to play at St Margert's pastures on the weekends.	6. Opportunity to play Hockey using vouchers.		6. Children show an interest in joining a community hockey club.	6. Continue to use external providers to deliver bespoke sessions.
7. Cricket with Leicestershire Cricket club (each class got a 2-week taster)	7. Children to take part in festival of cricket. All Y3 children participated.		7. Increase participation in out of school cricket.	7. Make use of free sessions run by LCCC.

which then led to a Cricket Festival with all 90 children participating in a Chance to Shine Event led by the club. 8. Partnership established with The Leicester Riders' Foundation.	8. Children take part in a range of special events linked to resilience.		8. Some children now play for Leicester Riders after being scouted at one of the events. Increased interest in basketball and after school clubs offered.	8. Continue and grow partnership effectively.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				15% (£3275.85)
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: £3275.85	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
1. Boys and Girls Football training and league competitions. 2. Cross country/Athletics training and events. 3. Cricket – Hard ball training and league competition. Kwik cricket	1. Developing key skills and competing in both boys and girls football tournaments during autumn and spring terms. 2. Teams of boys and girls from Years 4, 5 and 6 develop key skills and compete against other schools in athletic events, including cross country. 3. Developing key skills and competing in hard ball		1. Uptake of children wanting to come to football practice sessions and be involved in competitions. 2. Gaining confidence and experience from competing against other schools. 3. Teamwork and pride in representing their school	1. Increase of children wanting to join out of hours clubs across the curriculum. 2. To continue to enter competitions/events in years to come. 3. To continue to take part in the various

training and tournament event.	cricket leagues and also a Kwik cricket tournament during the summer term.		against other schools.	cricket leagues and competitions available to us.
4. Year 6 boys and girls take part in Leicester Riders Roadshow.	4. Developing key skills.		4. Teamwork and pride.	4. To continue to take part in the activities and develop children's basketball skills.
5. Sports Days in Foundation Stage KS1 and KS2.	5. Once a year involvement of all children in our school to develop sporting values and to have an enjoyable experience of participating in physical activities.		5. Children competing individually and as a part of their house groups in a fun, competitive and exciting environment, creating a feeling of morale and team spirit.	5. Continue to organize competitive Sports Days, gathering feedback from staff, children and parents.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	