

# 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 31<sup>st</sup> 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](#).



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£16,918
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£16,930
Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023.	£ 16,930

## 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><b>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</b></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><b>N.B.</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>	100%
<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>	100%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></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 <b>over and above</b> 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: £16,930		Date Updated: 10.07.2023	
<b>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</b>					Percentage of total allocation: 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:	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"> <li>All pupils to receive 2 hours taught PE a week</li> <li>Lessons to be active throughout the day and across the curriculum</li> <li>Brain breaks to be used to re-focus children and improve concentration</li> <li>All children encouraged to attend at least one club.</li> <li>Children targeted from pupil premium, those impacted by Covid, less active and SEND to ensure engaged in more activity in school and extracurricular.</li> <li>Enhance activity at lunch and break times.</li> <li>Targeted Year 5/6 non-swimmers to participate in booster lessons</li> <li>Promote special events to parents</li> </ul>	<ul style="list-style-type: none"> <li>Timetabled sessions using all available spaces.</li> <li>PE lesson expectations align with QI skills</li> <li>Coaches employed to ensure a full range of clubs is available after school.</li> <li>Provide resources for midday staff</li> <li>Cycle track Thursdays</li> </ul>		Plymouth Argyle Coaching (inc. After School Club) £4,500  Cornish Pirates Rugby Coaching (inc. Inter School Festival) £360  Additional supervision to support lunchtime Physical Activity	<ul style="list-style-type: none"> <li>PE timetabled- 2hours a week</li> <li>Use of active brain breaks used throughout the school</li> <li>More active lessons seen ☑ 91% attended clubs</li> <li>Swimming boosters</li> <li>Sports Day events- including parents races.</li> <li>Children represented Nanstallon Bradford Community Cup Rugby Tournament</li> <li>Newsletters and fliers shared throughout the year with opportunities to be active outside school</li> <li>Children are challenged in lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure tracking system in place to ensure all children are reached.</li> <li>Reintroduce Play leaders across the school and provide training.</li> <li>Look at embedding at least 1 Reception PE slot</li> <li>Continue to use a range of active brain breaks to refocus learning</li> <li>Continue to develop active lessons across the school</li> <li>Begin to track in more detail children's' activity at clubs etc</li> <li>Develop competitive sports in school with medals/ trophies</li> <li>Continue to search out and target children for</li> </ul>

<ul style="list-style-type: none"> <li>Improve and share links with external clubs</li> </ul>		<p>£2,433</p> <p>CGC Gymnastics coaching and facilities</p> <p>£4,170</p> <p>Bodmin Tennis Centre Coaching and Facilities</p> <p>£1,125</p> <p>Dragon Centre Advanced Swimming Coaching and Facilities</p> <p>£900</p>		<p>external opportunities</p> <ul style="list-style-type: none"> <li>INSET to help teachers understand how to challenge individuals more in lessons</li> </ul>
---	--	--	--	--

<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>	<p>Percentage of total allocation: 0%</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>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> <li>PE objectives link to QI skills</li> <li>Display values and behaviour expected</li> <li>Give pupils sense of pride in competing/ representing the school</li> <li>Share activities, events and achievements</li> </ul>	<ul style="list-style-type: none"> <li>Use QI skills as part of whole school focus.</li> <li>Ensure values are demonstrated in lessons and in competitions</li> <li>Report through regular newsletter and on Seesaw.</li> <li>Assemblies led by pupils</li> </ul>	<p>£</p>	<ul style="list-style-type: none"> <li>Focus on QI skills.</li> <li>School Games Values shared in lessons and events</li> <li>Children show pride in wearing Team Nanstallon kits and hoodies</li> <li>Team Nanstallon hoodies worn in lessons as part of</li> </ul>	<ul style="list-style-type: none"> <li>Look at possibility of working towards PE mark</li> <li>New kits to be purchased</li> <li>Continue to share success and activities within school</li> <li>Further develop Involvement of PE</li> </ul>

<ul style="list-style-type: none"> <li>Assemblies led by pupils celebrating achievements and major sporting events.</li> <li>Celebrate participation in House competitions</li> <li>Sponsored events ( Oscars Bike Track and Staff ten Tors Challenge</li> </ul>	<p>celebrating achievements and major sporting events.</p> <ul style="list-style-type: none"> <li>Celebrate participation through certificates- introduce Values emphasis per term?</li> </ul>		<p>daily uniform</p> <ul style="list-style-type: none"> <li>Newsletters sent home and events shared through Seesaw and Parentpay</li> <li>Opportunities in assemblies to share achievements, leaders present awards/trophies/medals</li> </ul>	<p>Governor</p> <ul style="list-style-type: none"> <li>Assemblies to share PE impact</li> <li>PE aims shared on PE policy</li> <li>Assemblies to share PE impact</li> </ul>
--	--	--	--	---

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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> <ul style="list-style-type: none"> <li>Enhance the knowledge, confidence and skills of staff to ensure the quality of PE is consistent across the school</li> <li>PE Coach to help improve confidence and expertise of staff.</li> <li>PE lead to train new staff</li> <li>PE coordinator to give clear guidance on what is to be taught.</li> <li>Ensure all staff knowledgeable about Active classrooms.</li> <li>PE Leader to be supported to ensure effective subject leadership and monitoring</li> <li>Coordinator to team teach/ support</li> </ul>	<p>Make sure your actions to achieve are linked to your intentions:</p> <ul style="list-style-type: none"> <li>PE Coach to teach alongside teachers. and run afterschool clubs</li> <li>Use of peer teaching to improve teacher confidence and knowledge in teaching a wider range of PE lessons.</li> <li>CPD for staff new to Nanstallon</li> <li>Coordinator to implement clearly linked curriculum maps to ensure a broad and balanced curriculum based on the National Curriculum</li> <li>Coordinator to team teach/ support</li> <li>Supply cover for coordinator</li> <li>Qualified sports coaches to</li> </ul>	<p>Funding allocated:</p> <p>£</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <ul style="list-style-type: none"> <li>Pupil voice comments very positive in terms of attitude towards fitness and PE</li> <li>Children throughout school continually ask questions about sports and competitions in the future.</li> <li>Pupil voice has shown positive attitude towards sports days</li> </ul>	<p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> <li>Develop use of assessment</li> <li>Staff to attend training as required and appropriate to needs</li> <li>Continue to use coaches to work alongside teachers</li> <li>PE lead to keep up to date and to support teachers and support staff</li> <li>INSET on how to challenge children</li> </ul>

	<p>team teach alongside staff to develop knowledge, confidence and skills</p> <ul style="list-style-type: none"> <li>Cover for PE co-ordinator to lead and monitor (observations)PE across the school, including curricular and extra-curricular PE</li> </ul>			
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 23%
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>		
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"> <li>Update curriculum map to ensure coverage of a range of sporting activities and challenges.</li> <li>Improved attitudes and participation in PE</li> <li>All pupils will participate in 2 hours of PE per week</li> <li>All pupils to participate in 1 forest school session per week</li> <li>More opportunities will be available for children to experience</li> </ul>	<ul style="list-style-type: none"> <li>Develop year group curriculum maps.</li> <li>Pupil voice to be used to help determine activities in curriculum and extra-curricular activities</li> <li>Range of clubs offered</li> <li>Purchase equipment for new sports- eg handball</li> <li>Activities linked to major sporting events.</li> <li>Use external coaches to enhance experience</li> <li>Better range of activities available at lunchtimes and playtimes</li> <li>Outdoor and adventurous</li> </ul>	<p>Forest School Resources £906.06</p> <p>Balance bikes £869.91</p> <p>Travel Costs £2075</p>	<ul style="list-style-type: none"> <li>Curriculum map adapted for wider range of activities to be taught- especially in KS2</li> <li>Children enjoying new experiences</li> <li>Children transferring skills to different sports</li> <li>Football coach</li> <li>Rugby coach</li> <li>Tennis coach</li> <li>Year 5 &amp; 6 OAA experiences</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop the curriculum map</li> <li>Look at having a wider range of clubs</li> <li>Train teachers in new sports</li> </ul>

Additional achievements:	activities- link with BFAdventure <ul style="list-style-type: none"> <li>OAA during Residential and activities week</li> </ul>			
--------------------------	--	--	--	--

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: %
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"> <li>Pupils to develop their sporting attitude, focusing on our school games values and our QI skills</li> <li>PE Lead to develop the confidence of sports leaders and playground leaders and provide greater opportunities for students to lead, manage and officiate</li> </ul>	<ul style="list-style-type: none"> <li>Regular whole school Intra competitions throughout the year:</li> <li>Ensure intra class competitions every half term in pe lessons</li> <li>Leaders to run competitions at break and lunchtimes</li> </ul>	£	<ul style="list-style-type: none"> <li>Whole school participated in Sports Day</li> <li>Leaders used to officiate at Sports Day, during PE lessons and during clubs.</li> <li>Opportunities in each lesson to develop leadership skills- eg warm-ups etc</li> </ul>	<ul style="list-style-type: none"> <li>Staff offering extra curricular clubs</li> <li>Pupils learning to lead and officiate</li> <li>More friendlies against other schools</li> </ul>

Signed off by	
Head Teacher:	Ben Stephenson
Date:	July 2023



Subject Leader:	Arran Langdon
Date:	July 2023
Governor:	Sheena Morton
Date:	July 2023