

The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated July 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 | £12,113.78 |
| Total amount allocated for 2021/22 | £18,830.00 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £7,912.66 |
| Total amount allocated for 2022/23 | £18,870 |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023. | £26,782.66 |
| Total Spend 2022/2023 | £26,157.91 |

Swimming Data

Please report on your Swimming Data below.

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| <p>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</p> | |
| <p>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.</p> | 55% |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> | 55% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 50% |
| <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> | <p>Yes/No — Provision of additional tutoring for Yr 6 pupils to ensure they meet the NC standard £475 Percentage of total allocation: 1.8%</p> |

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: 17 th July 2023 | |
|---|---|-----------------------------|---|--|---|
| 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 | | | | | Percentage of total allocation: 63% (£16,225) |
| 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 engage in the OPAL scheme for playtime and lunchtimes. | OPAL Team to receive induction training, site assessment and play work essentials training. Whole school training to the rest of the school team. Zones to be set up and resourced, workshops, meetings, parent and governor involvement. | £14,525 | More pupils have been active during the lunchtime and breaktime. There is more equity and choice and opportunities for different play, experiences and activities at lunchtime. | | To continue to develop both the KS1 and KS2 playtime areas into zones to include opportunities for climbing, sand, digging, dance, exploratory play etc. to cover all types of play Meet OPAL deadlines, hold OPAL workshops. Train further OPAL Play leaders among the children. |
| To increase the numbers of children being more active at lunchtimes and playtimes. | Play Leader meeting with allocation of resources for children to engage in a range of outdoor physical activity e.g. ball skills, tennis, balancing etc, | £200 | More pupils have been active during led play at lunchtime and breaktime. Children are now playing a wider range of games and can now have access to dance. | | Play Leaders have been more consistently timetabled and used to support KS1 children. To continue as we move forward with OPAL. |
| To increase SEN and Pupil premium participation in physical activity. | Purchase of new equipment for lunchtime, after school clubs and P.E lessons. | £300 – particularly Netball | More children have been using the equipment and attending the clubs. More girls attend netball. Wider range of clubs started including dance, clubs included at lunchtime for the children who get to and from school via taxi. | | Schedule of clubs throughout the year – focus on girl’s clubs. What is the need? |
| To engage more children in PESSPA. | | | | | |

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| To increase SEN and Pupil premium participation in physical activity. | Training for new PE Leader looking into games to support SEN Pupils. | £1200 | Support staff taking additional clubs where training and expertise allows. To be used to support teaching Quidditch and Dragon ball workshop for SLIC provision. | Schedule workshops and club accommodating needs of children. |
|---|--|-------|---|--|

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:
15% (£3,882)

| Intent | Implementation | Funding allocated: | Impact | Sustainability and suggested next steps: |
|---|--|--|---|---|
| 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: | | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | |
| Focus will be on the children taking up more leading roles across the school to develop the profile. Children will be trained as Playground Leaders, Sports Leaders, OPAL Leaders and house captains. To maintain our high standards and aim for the silver school games mark. To ensure that Langafel are providing a broad and balanced curriculum. | <ul style="list-style-type: none"> Football Day Held in Langafel Term 6 – skilled footballers given the opportunity to play for the Dartford District Renewal of the Get Set PE Scheme due to the success Subject leader attends DASCO meetings and has regular meetings with P.E. consultants to look at the P.E. curriculum as a whole to ensure the quality of P.E. provision and annual PESSPA review. Forest school training and resources. | £132 £550 £1,100 £2,100 | We have over 30 children each day participating in student-led activities on the playground. See rota of Playground leaders on duty. See rota of sports Leaders. See OPAL plan. The house captains understand how to set up, record and report on sports events. Children and staff look like a team when attending all events. | To offer children the playleader training on a yearly basis To continue to encourage children to take on the sports captains and house captain roles Timetable of events for Sports Captains next year. To encourage children to write reports on fixtures and competitions |

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Percentage of total allocation:
12% (£3,160.31)

| Intent | Implementation | Funding allocated: | Impact | Sustainability and suggested next steps: |
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| Your school focus should be clear what you want the pupils to know | Make sure your actions to achieve are linked to your | | Evidence of impact: what do pupils now know and what | |

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| and be able to do and about what they need to learn and to consolidate through practice: | intentions: | | can they now do? What has changed?: | |
| To allow staff to deliver high quality, engaging and active P.E. sessions. | Take pride Balance Bikeability training for EYFS, training and equipment. | £2,270 | Bike training has allowed EYFS to deliver regular balance bike sessions to their children – the impact of this improved coordination and balance will be seen in the years to come. Monitoring of the timetabled lessons has been done – to continue as we move forward in the new academic year. | Extra training for teachers and TA's to further develop the need for children to be more active and experienced in riding bikes. To continue to purchase the book on a yearly/by yearly basis to keep up to date with the current developments in PESSPA To continue our yearly inspection Bikeability moved to October 2023 due to low demand. New cohort has expressed more interest. |
| To ensure that all teachers have sufficient equipment to teach high quality P.E. lessons. | Purchase Safe Practice in Physical Education book | £552.00 | | |
| To ensure that all teachers are aware of the safety standards linked to PESSPA | Kent Gym and sports annual inspection | £98.31 | | |
| To make sure the annual review of our sports and gymnastics equipment happens to allow safe practice of all activities | Take pride year 6 Bikeability | £240 | | |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | 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: |
| Additional achievements: To develop the balance, coordination and agility of the FS and KS1 children, through a balance bike scheme. | Please see key indicators above. | £ see above | Increased confidence in children using balance bikes (and bikes in general), combined with and improvement in their control and stamina. Register indicating the number of | To sign up to balance bike training and to provide extra training for staff in both EYFS & KS1. To continue to train staff on sensory circuits and to update |

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| To deliver training to the TA's in sensory circuits in order to progress our SEN children physical development. | Train TA's and buy equipment to lead effective sensory circuit sessions to the relevant children. | £ Cost above included in equipment. | children attending sensory circuits. | equipment |
| To take part in a broader range of competitions. | Completed Football Day to start competitive competition for the Dartford District. | Please see above | Staff to support in competitions going forward for Football and netball. | To introduce a wide range of sports to the school and bring in outside providers to enhance and deliver a variety of sport afterschool. |
| To give staff extra CPD opportunities in sports not yet delivered in school. | Complete staff CPD | No cost | | To continue to provide staff with CPD opportunities. |

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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
| | | | | 8.2% |
| 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 allow all children the opportunity to take part in competition whether in school or at an event. | <p>DDSFA Membership</p> <p>DDSG sign up.</p> <p>Re-write of curriculum to ensure that at the end of each term children take part in an end of unit competition.</p> <p>Take part in the annual largest girl's football tournament.</p> <p>Wider Sports Day awareness and competitive element.</p> | £2415.00 | More competitive activities and competitions for a variety of children to take part in from Years 1 to 6. | <p>Continuation of the DDSFA for the next two years</p> <p>Try and encourage a variety of children to attend competitions, especially SEND and Pupil Premium.</p> <p>Links to local school to hold a Swimming Gala and Athletics Day.</p> <p>Football tournaments for KS2.</p> <p>Netball tournaments for KS2.</p> |

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| Signed off by | |
| Head Teacher: | Catherine Maynard |
| Date: | 21/07/23 |
| Subject Leader: | Rebecca Harris |
| Date: | 21/07/23 |
| Governor: | Paul Harrison |
| Date: | 21/07/23 |