

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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£12, 658
Total amount allocated for 2021/22	£17,624
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17, 615
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£30, 273

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. 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 2023. Please see note above	78%
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	78%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	71%
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

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 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: 26%
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:
At St. Jude's Catholic Primary School, we have created a culture where pupils enjoy being active and see the benefit that physical activity can have on their lives and their future. We want to ensure that this legacy continues for our pupils. We intend to continue to provide a safe, supportive and thriving environment for children to flourish in a range of physical activities essential in supporting their physical, social, cultural and moral development as well their mental health.	Continue to engage with Bishop Challoner PE development program (Bronze package). This includes the training of pupils as play leaders who will plan and lead activities in the playground during break and lunchtimes. Also included, is the opportunity for the PE subject leader to engage in CPD to further embed and promote KI1. Provide further opportunities for quality physical activity every day, in lessons, breakfast club and social times. CPD from subject lead inspires staff promote physical activity in a variety of ways across the curriculum. Ensure that all children (Y1-6) are given the opportunity to take part in at least one after school club that	£2682 £3850	Increased fitness levels and enjoyment for all – more children use new equipment and are keen to engage with play leader activities, independent games using equipment and structured activities led by sports coach. This is reflected in the school's Gold School Games Award in Summer Term 2023. PE lesson learning walks show that children are being physically challenged and that there is enthusiasm for physical activity. In our Summer 2023 PE survey, x of pupils responded that they enjoyed their PE lessons. x described at least one benefit	Working with local community sports clubs – Moseley Rugby Club/ Warwickshire Cricket to run Year 5 and 6 tag-rugby in the autumn term and help with lunchtime clubs/ after-school club. £22.50 per hour. Before school clubs. This would take form in the daily mile twice a week. Year 6 sports leaders to support. Roll out WOW active travel tracker to the whole school so that physical activity can be tracked which will contribute towards 60 active minutes.

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	<p>develops fitness levels – target families who are not engaging and invite to join.</p> <p>Promote fun physical activity with pupils through assemblies.</p> <p>Ensure that equipment is checked for safety, maintained, repaired and replenished in line with curriculum developments.</p>	£1469	<p>of more physical activity. x said that they looked forward to PE lessons and that they were a special part of their week.</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%</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>
<p>By raising the profile of PE at St. Jude’s, we want all pupils to have a sound understanding of how they can and should use their body, mind, equipment and apparatus safely and imaginatively to achieve their personal goals.</p> <p>All children have the opportunity to enjoy being physically active, maintain a healthy lifestyle and raise their self-esteem.</p> <p>We aspire for pupils to adopt a positive mind-set in an environment which promotes sports values so that they believe that anything can be achieved.</p>	<p>PE leader to attend further PE cluster meetings with local schools to develop best practice in school and explore new ways of embedding KI2.</p> <p>PE lead support other PE colleagues to develop PE long-term plan so that they includes declarative and procedural knowledge.</p> <p>Bishop Challoner staff and BCPP training opportunities used to develop further the skills of PE lead and other teaching staff.</p> <p>PE lead, DHT and Sports Coach to work</p>	£2992	<p>Whole school improvement in PE is evident in the three core pillars that we want to see emerge in terms of meeting the aims of the National Curriculum:</p> <ul style="list-style-type: none"> motor competence – knowledge of the range of movements that become increasingly sport- and physical activity-specific rules, strategies and tactics – knowledge of the conventions of participation in different sports and physical activities 	<p>Involvement in national sports week, healthy eating week, active school week and walk to school week. This will aim to increase awareness of PESSPA across school.</p> <p>Governor linked to PESSPA and raising its profile across school. To meet with PE Lead to discuss how we may develop this further.</p> <p>PESSPA to be explicitly named</p>

	<p>closely with all lunchtime and breakfast club staff to increase pupil participation in sports and physical activities.</p> <p>Develop further the whole school Head, Heart, Hands self-assessment tool to aid pupil discussion and awareness of individual success in PE lessons.</p> <p>Ensure that pupils have opportunities to talk about PE, health and fitness and the impact it has on their lives. Ensure that the school environment reflects the sports initiatives in place.</p>	£2785.70	<p>healthy participation – knowledge of safe and effective participation</p> <p>This is evidenced in the PE observations which took place in Summer 2023 followed by pupil discussion and pupil questionnaires.</p> <p>Staff and pupil appreciation and understanding of sporting activity being diverse, fun, creative and accessible to all.</p> <p>The fundamental movement skills in EYFS (as recommended on Ofsted research document, March 2022) are FULLY integrated in to the PE curriculum and daily practice:</p> <ul style="list-style-type: none"> • locomotor skills, for example running and jumping • stability skills, for example twisting and balancing • manipulation skills, such as throwing and catching 	<p>in school improvement plan to show intent in supporting raising physical activity levels amongst children to support their personal development.</p> <p>Termly Sports newsletter to promote PESSPA as well as celebrate achievements in sport.</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:
				13%
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>To embed a curriculum with appropriate scope, coherence and sequencing, teachers need high levels of subject knowledge. Continue to provide CPD programmes that include delivering and developing content and pedagogical knowledge through information sessions and in-class mentoring in order to develop the effectiveness of generalist primary school teachers of PE.</p> <p>It is important that subject leaders are given the time required to actively engage in important subject matters, namely curriculum design, monitoring and staff training and support. It is through effective subject leadership that an ambitious curriculum is brought to life.</p> <p>CPD should not be a bolt-on activity. It should be ongoing and sustained. It should bridge research and practice and specifically relate to the career point and experience of a teacher. In order to do this, CPD should be planned with clear and specific goals and should identify the types of evidence that best demonstrate achievement of those goals.</p>	<p>All teaching staff have access to a coherently sequenced and organised PE curriculum, which is appropriately monitored; have further CPD to allow lessons to support the aims of pupils knowing and remembering more in PE. The curriculum is supported through the use of quality materials.</p> <p>Subject leader has dedicated time to liaise with staff and outside providers to develop teacher confidence and knowledge in PE.</p> <p>CPD is well planned and delivered and is varied in content. The PE lead will lead further INSET to develop pedagogical understanding in PE. Staff will also plan with and deliver lessons alongside a specialist provider.</p> <p>Audit correct use of equipment to support staff in delivering a quality PE curriculum.</p>	<p>£4160.30</p>	<ul style="list-style-type: none"> • Staff have maintained a PE curriculum that is well-aligned with the curriculum vision of the school; it is part of a carefully sequenced curriculum that enables pupils to cumulatively know and do more. • Teachers are actively engaged in what has been taught before and what will be taught after their age group of teaching. They use this knowledge to inform their selection of content, sequencing and ambitious end points for all pupils. • Teachers are highly trained in using support staff to meet the needs of all pupils, including pupils with specific SEND within a mainstream setting. 	<p>Balanceability for EYFS (£2000). This will be used to train EYFS staff to deliver sessions where the children will be focusing on children learning how to ride a bike. Children to be assessed and data to be kept.</p> <p>More CPD on: Assessment and Feedback Embedding Competition into the curriculum.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 17%
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:
At St. Jude's, we aim to remove the causes of negative experiences in sport for pupils and to ensure sport in our school is inclusive, accessible and fun. We want to inspire young people to be physically active for life through positive experiences of daily activity and competition.	PE leader to work with staff to organise themed sporting and physically active events: Drumba Workshops Stars in School Day x 2 Sports Celebration Day Commonwealth Legacy Event Participation is School Games events and competitions Additional sporting events for pupils	£2,769 £1650 £795	The pedagogical approaches selected reflect the needs of pupils and the needs of the curriculum content. Pupils actively demonstrate a passion to try new activities and sports. All pupils are supported to know more and do more. All pupils benefit from high-quality instruction, practise and feedback. Teaching activities and approaches make sure pupils revisit and re-encounter important knowledge. Practice is domain-specific, desirably difficult and goal	Bikeability – Support safety on the roads and children to learn how to ride a bike in an appropriate manner. Leadership opportunities for more children across key stage 2. This will focus on providing opportunities for children to be active across school at social times. Big focus and push on girls inclusion within sport and promoting girls sport across school. This will be done

			<p>directed, with the aim of all pupils improving. It gives pupils time to build, develop and refine their knowledge.</p> <p>Feedback for pupils focuses on how to improve.</p> <p>Pupils have high-quality opportunities to learn component knowledge. Teachers move onto more complex content once pupils have secured important foundational knowledge.</p> <p>Pedagogical adaptations for pupils with SEND to access and achieve success are specific to the needs of the pupil and retain educational integrity to meet the aims of the national curriculum.</p>	<p>through lunchtime clubs, after school clubs.</p> <p>PE enrichment days:</p> <ul style="list-style-type: none"> -Drumba -Dance -Stars in school/athlete visits.
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Key indicator 5: Increased participation in competitive sport				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?:	Sustainability and suggested next steps:

<p>At St. Jude's, we believe that it is important to carefully consider the purpose of competition within PE, and where and when competition is positioned within PE lessons. During competition, pupils draw on what they know and can remember from within a domain.</p> <p>The way teachers structure competition within lessons is important. The focus should be on pupils' quality of knowledge application and therefore the task, rather than solely the outcome.</p> <p>We want all of our pupils to engage in competitive sports within school lessons. We also want an increased number of pupils to experience competitive sports with others outside of school to broaden their experiences.</p>	<p>Involvement in school games to be increased through active participation in a range of physical activities. Focus on festivals rather than competitions to engage and encourage our least active pupils.</p>	<p>£3870</p>	<p>Competition is appropriately positioned when pupils have the knowledge needed to access the demands of the competition. This is regardless of whether the competition is against oneself or others.</p>	<p>Join South Birmingham Football league.</p> <p>Continued participation in School Games initiatives and competitions.</p>
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Head Teacher:	B. M. Smith
Date:	24/07/23
Subject Leader:	J. Vile
Date:	24/07/23
Governor:	D. Thompson
Date:	24/07/23