

# 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	£18,630
How much (if any) do you intend to carry over from this total fund into 2022/23?	£4,431
Total amount allocated for 2022/23	£18,680
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£14,199

## 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 2022.</p> <p>Please see note above</p>	91%
<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>	85%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	97%
<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/ <b>No</b>

## 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:	
<b>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</b>					Percentage of total allocation:
					16%
<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?:
1a. To increase engagement of children in physical education.		1a. Daily Mile- Children ran for around 10 minutes a few days a week around the flagged track on the field/designated playground.		1.a £0	1a. Increased level of children getting their 30 minutes + of active minutes. Increased levels of sustained running.
1b. To upskill children in Upper Key Stage 2 to make themselves more active and also younger children.		1b. Training of new playground monitors to support playground games.		1.b £300	1b. Increased uptake on Westgarth friends and engagement with younger children during playtimes. Mainly KS1 and EYFS.
1c. To increase the 'active' minutes used in play times and PE lessons.		1c. Purchase of equipment to support active lessons and PE lessons.		1.c £1,522	1c. Movement towards every child and lots of practice during playtimes and during lessons.
1d. To increase engagement of children to be active during the school day.		1d. Purchase Skip2Bfit equipment for whole year group small sessions.		1d. £500	1d. Increased skill with skipping ropes and better understanding of personal bests.
1e. To increase active playgrounds.		1e. Playground leaders to show Y3/Y4 how to use playground markings and teach them new games.		1e. £0	1e. Increase in social interaction and more vigorous playtimes.
					<b>Sustainability</b> A lot of the purchases will be able to be used for the next 5 to 10 years.  Small replacements of equipment etc will allow for low costs to maintain the same outcomes over the next few years.  Shorts will last years for children to use to join PE sessions.  <b>Next Steps</b> Training for Girls Active  Sports Leaders  Playground Leaders (Westgarth Friends)  Skip2Bfit Set dates for Personal Best competitions.
					£3,032

<p>1f. To increase participation in PE lessons.</p> <p>1g. To increase children to be physically active in poor weather conditions.</p> <p>1h. To increase the number of children achieving safety in water.</p>	<p>1f. Purchase PE shorts for each classroom for children that have forgotten their kit.</p> <p>1.g Purchase of goals and other equipment to go into the MUGA for year groups to use when the weather is poor.</p> <p>1h. Leave one week for catch up swimming in Year 5 and 6.</p>	<p>1f. £400</p> <p>1.g £310</p> <p>1h. £0</p>	<p>1f. Continued high levels of participation in school PE.</p> <p>1g. Increased levels of vigorous play in KS2.</p> <p>1h. Children that did not achieve their swimming objectives were given a weeks extra experience in the pool.</p>	<p>Purchase of more outdoor equipment for areas on the field.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				11%
Intent	Implementation		Impact	£1,949
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:
2a. To increase the importance of PE in the school setting.	2a. Box2Bfit to come in to talk about the importance of PE and Sport in everyone's lives. Purchase boxing bags to be able to show how important it is by the use and legacy of having them in.	2a. £200	2a. The children understand more about PE and sport and why PE is important for their future. Has had children thinking about their future and the skills needed to be successful.	<p><b>Sustainability</b></p> <p>Girls around the school look forward to having the chance to be part of Girls' Active.</p> <p>Teachers having lasting knowledge of boxercise and how to use this safely.</p> <p>Raised awareness of PE with staff hoodies to parents and the children. Gives adults more reason to join in.</p> <p><b>Next Steps</b></p> <p>To raise the profile on the website.</p> <p>To ensure more celebrations happen for when children have gone to sporting events.</p> <p>To look at how we can celebrate children's PE success in school each half term.</p>
2b. To increase awareness of what physical education and sport that is happening at Westgarth.	2b. Children and staff are trained to use Facebook and report on sporting activities in school.	2b. £0	2b. Increased the content that is being shared through social media.	
2c. To promote the sporting success and participation in school.	2c. Celebration assembly every week, to ensure the whole school is aware of the importance of PE and sport.	2c. £0	2c. It has continued to grow the enthusiasm of what the children at Westgarth are achieving.	
2d. To build up leadership and the profile of the importance of PE in school.	2d. Sports Leader training.	2d. £0	2d. Twenty Y6 children took part in Sports Leader Training that gave them ideas and also an understanding on how to behave to be a leader and used this knowledge when leading events.	
2e. To raise confidence and strategies of resilience.	2e. Box2Bfit to come in and work with Y1-Y6 and staff to observe.	2e. £800	2e. Staff understand boxercise and children have something to hang on to when it comes to the physical literacy.	
2f. To raise the importance of PE around school.	2f. Staff to be bought uniform staff hoodies with their initials to increase awareness and importance of PE.	2f. £703	2f. Staff are visible with PE hoodies and children know that it is important and adults can join in.	
2g. To raise the importance of PE around the school.	2g. Girls' Active to be bought hoodies with Girls' Active on.	2g. £246	2g. Girls' Active have a presence and makes everyone aware that they are leaders for girls in the school.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				3%
Intent	Implementation		Impact	£475
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?:
3a. To increase the staff's understanding of its use and delivery.	3a. Super movers- Staff to be trained on how to use it. Supermovers to be used in Key Stage assemblies.	3a. £0	3a. Some staff are using Supermovers to help with general teaching. PE assemblies used every other week to get the children's active minutes in.	<p><b>Sustainability</b> Staff have continued support from information and videos of how to teach a skills-based curriculum.</p> <p>Staff's confidence is continuing to grow when teaching PE.</p> <p><b>Next Steps</b> To continue to look at the curriculum and the curriculum map to see how best to fit each cohort.</p> <p>To continue to push adults to attend CPD that the trust and the Sports Partnership have put on.</p>
3b. To upskill the staff on how to deliver different aspects of PE.	3b. CPD- Release time for staff to train, team-teach, observe and be observed.	3.b £0	3b. Staff feel more confident on certain aspects of the PE curriculum.	
3c. To upskill staff on delivering PE in different year groups.	3c. Real PE training on how to teach a skills-based curriculum.	3.c £0	3c. Staff feel more confident on certain aspects of the PE curriculum especially the ones that moved year groups.	
3d. To upskill certain members of staff.	3d. CPD on training for staff.	3d. £0 (Free events attended)	3d. Numerous aspects of PE upskilled in key areas of the school.	
3e. To increase staff's knowledge on sport.	3e. Send staff to events ran by the Sports Partnership to observe and join in.	3e. 0	3e. An increase in staff observations of events and sports.	
3f. To support EYFS with how we link EYFS to the rest of the curriculum.	3f. Subscription to Sports Xplorers.	3f. £250	3f. This has allowed teachers to have a thread through the school of the same PE approach.	



<p>3g. To increase the knowledge and confidence of teachers in PE.</p>	<p>3g. Subscription to Real PE.</p>	<p>3g. £0</p>	<p>3g. This has given access to all teachers to teach using the Real PE skills-based approach.</p>	
<p>3h. To increase the knowledge of the governments and the Youth Sports Trust vision.</p>	<p>3h. Attend the PE conference as PE leads and headteacher.</p>	<p>3h. £125</p>	<p>3h. This gave clear information on recent updates and messages we wanted to bring back to school. We also attended seminars.</p>	
<p>3i. To increase the opportunities for staff and PE leads to discuss practices with each other in meetings.</p>	<p>3i. Buy into the partnership and attend meetings and offerings.</p>	<p>3i.£100</p>	<p>3i. Meetings attended every half term with other PE leads. Pass this new knowledge on to Westgarth staff.</p>	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 34%
Intent	Implementation		Impact	£6,329
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:
4a. To help offer a chance to children to experience a range of PE and sports.	4a. Continue to offer wider range of activities: -Dance Magic -Aspire Judo -Mighty Warriors Yoga -Gymnastics with Jade -One Golf -Box2Bfit	4a. £2,936	4a. Children have been exposed to lots of different sports and the uptake in after school clubs has increased. More children that ever from SEN and PP backgrounds have experienced different sports in curriculum time as extra-curricular activity.	<p><b>Sustainability</b> Children are feeling more comfortable about going to festivals and competitions.  A pathway for SEN children competing and joining in with sport has been developed.</p> <p>Equipment is there to be used by adults in school.</p> <p>Community links have been created and sustained for years to come.</p> <p>Created a pathway for children at Westgarth to be safe while cycling.</p> <p><b>Next Steps</b> To continue to communicate and use local businesses to broaden the experience children get at Westgarth.</p> <p>To introduce a step between balance bikes and L1 Bikeability for non-riders in Year 3 and to pick up non-</p>
4b. To increase the experience of children joining in with different sports.	4b. Staff to run activities/lessons -Football -Rugby -Cycling/Bike Ability -Golf -Running	4b. £0	4b. Increased number of after school clubs and participation.	
4c. To increase the opportunity in individual and team sport.	4c. Buy into the School Sports Partnership.	4c. £700	4c. Children have a variety of opportunities from festivals and competitions throughout the year.	
4d. To increase inside and outside participation in cricket.	4d. Bring in Dynamo Cricket to do an assembly and full day with Y1-Y6.	4d. £0	4d. More children understand the sport/game of cricket and pathway through to local clubs.	
4e. To increase the offering of Dance in school.	4e. Purchase of more dance equipment in school.	4.e £271	4e. Increased used throughout the year of dance equipment.	

4f. To increase the offering and quality a variety of sports in the school.	4f. Purchase PE equipment for a variety of sports.	4f. £1,300	4f. Clubs and use of equipment by adults and external agencies as enhanced the experience of children.	riders in Year 4.
4g. To increase the exposure of experiences in sport and festivals.	4g. Sign up to festivals for all year groups and allow transport.	4g. £807	4g. Increased participation of all children in a range of sports.	To plan and book the range of sports in Summer 2023 to ensure there is coverage throughout the year.
4h. To start the pathway for children with cycling and safety when cycling.	4h. Children in reception to have balance bike training.	4h. £315	4h. Children had three sessions on balance bikes in reception and learnt the basics of road safety, ready for the pathway to Bikeability.	
4.i To continue the pathway for children to cycle and learn road safety.	4i. Bikeability to come into offer L1 for Y4 and L1/L2 for Y5.	4i. £0	4i. High uptake in L1 for Y4 with a high percentage of children that have passed. High uptake again in Y5 where a high percentage passed level 1 and 2.	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				13%
Intent	Implementation		Impact	£2,414
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:
5a. To increase the participation and inclusion of more children in sports teams.	5a. Purchase football kits and normal sports t-shirts for children to wear when at events.	5a. £1,141	5a. More teams were able to compete in tournaments and more feeling of being a team.	<b>Sustainability</b> Pathway to be able to host events at Westgarth have been developed.  Children have continued to gain more experience in attending competitions.  Useful data to see what children are participating in competitive sport.  <b>Next Steps</b> To continue to buy into the Sports Partnership to ensure that children compete and to give intra school a continued focus.  To use the database to target children moving into their next year group.
5b. To increase the participation and inclusion of all children in competitive sport in school.	5b. Inter school festivals and fixtures for a range of sports and enter as many children as possible.	5b. £1,000	5b. Increased number of children joining in participation against other schools and in PE sessions.	
5c. To increase participation of competition fairly.	5c. Use a database to track children's participation throughout the year to identify gaps.	5c. £0	5c. Successfully tracked throughout the year and gaps identified.	
5d. To increase opportunity in specific sporting fixtures.	5d. Buy into football tournaments ran by Dave Wells.	5d. £20	5d. Successful entered into two tournaments for girls and boys.	
5e. To hold a School Sports Day for parents to come along.	5e. Purchase stickers, card badges for children to compete.	5e. £50	5e. Children competed in their houses in a competitive format. House points were collected.	
5f. To hold sporting competitions at Westgarth.	5f. Purchase line paint for the year to ensure pitches are marked out.	5g. £203	5g. Caretaker marked the lines out throughout the year to enable competitions to go ahead.	

Signed off by	
Head Teacher:	Lindsay Phelps
Date:	18/07/23
Subject Leader:	Andrew Duncan
Date:	10/07/23
Governor:	Ruth Bolton
Date:	20/07/23