

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 | £892 |
| Total amount allocated for 2021/22 | £17654 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £1420 |
| Total amount allocated for 2022/23 | £17650 |
| Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023. | £19070 (carry forward 6.4% = £1230) |

Swimming Data

Please report on your Swimming Data below.

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| 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 2023. Please see note above | 24% |
| 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 | 64% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 64% |

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: £19070 | | Date Updated: July 2023 | |
|---|---|------------------------------|---------------------------|--|--|
| Key indicator 1: <i>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</i> | | | | | Percentage of total allocation: 31% |
| Intent | Implementation | | Impact | | Sustainability and suggested next steps: |
| <i>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:</i> | <i>Make sure your actions to achieve are linked to your intentions:</i> | | <i>Funding allocated:</i> | <i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i> | |
| Regular physical activity for all children across the school both within and outside of curriculum allocated time. | <p><u>Thorpe Active</u> (Chargers and Fitness Watches) – Weekly Competition. -Weekly Competition announced in assembly on a Friday.</p> | | £5909 | Children actively engaged with more daily activity and incentivised to take part alongside peers. | |
| Improve capacity of the school site to allow greater numbers of children to regularly engage in physical activity. | <p><u>Active Track, inc. signage</u> -Children will have access to the active track year round, in all weathers.</p> <p>Track installed on the top field which gets overgrown and muddy in the winter months. This greatly increased the capacity for movement and physical activity in</p> | | | <p>At break and lunch, children can regularly be seen on the track, running, jumping, walking etc. The track adds a new lease of life to an unused area and helps to increase children’s movement throughout the day. Teachers often use the track for movement breaks within lessons.</p> | |
| | | | | Some replacement of watches needed throughout the year. Next steps are to look at ensuring this is maintained and what could be added to support wider activity. | |
| | | | | The track is made from sustainable and long lasting material which will means its impact spans years to come. | |

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| | <p>this area. Signs will be located all around the track to encourage different movements – hop, skip etc.</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: 11.8%</p> |
| <p>Intent</p> | <p>Implementation</p> | | <p>Impact</p> | |
| <p><i>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:</i></p> | <p><i>Make sure your actions to achieve are linked to your intentions:</i></p> | | <p><i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i></p> | <p><i>Sustainability and suggested next steps:</i></p> |
| <p>Provide a wider variety of clubs for the children to attend after school.</p> | <p>Premier Education After School Club Run weekly by a member of Premier Education Staff on a Tuesday after school and supported by a member of school staff.</p> | | <p>£2254</p> | <p>Run weekly by a member of Premier Education Staff on a Tuesday after school and supported by a member of school staff.</p> |
| <p>Sports Equipment – Re stock of equipment to supplement PE lessons and extracurricular activities.</p> | <p>Equipment needed matched to the Primary PE Planning scheme.</p> | | | <p>Children have access to a variety of equipment for breaks, lunches and lessons.</p> |
| <p>The least active children in the school to be targeted for an additional hour of physical activity each week.</p> | <p>Premier Education Least Active Clubs – run weekly across KS1 and Ks2</p> | | | <p>Least Active pupils had access to an additional hour of physical activity each week. They enjoyed the creativity of the club and the coach’s expertise.</p> |
| | | | | <p>Widen the offer for after school clubs next academic year through the sports premium funding.</p> <p>Keep up to date with equipment and order new items as and when needed.</p> <p>Consider effectiveness moving forward. Some teachers wanted to ensure fairness across pupils but this moved away from targeting least active pupils.</p> |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
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| | | | | 38.7% |
| Intent | Implementation | | Impact | |
| <i>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:</i> | <i>Make sure your actions to achieve are linked to your intentions:</i> | <i>Funding allocated:</i> | <i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i> | <i>Sustainability and suggested next steps:</i> |
| <p>Premier Sports Coaching:</p> <p>-Team Teaching with classes</p> <p>- ‘Least Active’ Sessions. The least active children in the school to be targeted for an additional hour of physical activity each week.</p> <p>Staff PE Kit/Uniform – staff feel more comfortable and able to deliver PE by having appropriate kit.</p> <p>Teachers have a robust curriculum to</p> | <p>Specialist coaches from Premier Sports Company work with teachers weekly to deliver specialist teaching in Dance and Gymnastics. This will rotate termly to ensure coverage across the school.</p> <p>Coaches run sessions for least active children weekly. Supported by staff where necessary but ensuring increased physical activity in a fun session for 1x hour a week. Sessions for KS1 & KS2.</p> <p>Staff to be provided with uniform to wear on PE days.</p> <p>PPP Subscription – Planning</p> | <p>£7375</p> | <p>Children benefitted from highly skilled teaching and had the opportunity to engage fully with units identified as less confident by teaching staff.</p> <p>Children who have the lowest physical engagement with have the physical and mental health benefits of taking part in a weekly club. This promoted physical well-being and also developed social skills through play.</p> <p>Staff feel more confident about PE delivery and can set the bar for standards of uniform in children too.</p> <p>Higher quality PE lessons with</p> | <p>Teachers have had exposure to coaching techniques which can be taken forward independently in the future. Continuation of this expenditure is not necessary moving forward.</p> <p>Monitoring the impact and consistency is something to consider in addition weighing up the physical activity versus the classroom learning.</p> <p>Continue to issue PE kit where needed and for new staff.</p> <p>Continue to use PPP as our</p> |

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| use for planning and delivery of lessons. | Scheme of work - All teachers to follow the PPP Scheme when teaching Curriculum PE. | | videos to support their learning. | Scheme at Thorpe Lea. |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: 7% |
| Intent | Implementation | | Impact | |
| <i>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:</i> | <i>Make sure your actions to achieve are linked to your intentions:</i> | <i>Funding allocated:</i> | <i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i> | <i>Sustainability and suggested next steps:</i> |
| Work with external partners to improve opportunities for pupils across year groups. Year 6 Residential Contribution – A contribution per child to the residential that the children attend in Year 6. | ACS Egham Partnership Year 5 and 6 pupils took part in an activity day at ACS Egham which included Tag Archery and Rock Climbing. <i>(Financed by ACS partnerships)</i> All children receive a contribution to their fee for the school residential to an activity centre. | £1344 | Children thoroughly enjoyed the experience, building social skills and increasing physical activity by taking part in sports we cannot facilitate at TLPS. Children have the opportunity to take part in a number of activities that they wouldn't usually have access to. | Continue to work alongside ACS and plan for opportunities across the school in the coming academic year. Continue to offer this option where possible as it benefits all pupils. |

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| Widen opportunities for children to partake in varied activities within school. | <u>Bikeability:</u> Bikeability leaders coming into school to lead sessions allowing children to achieve different levels of certification in bike proficiency. | | Children benefit from expertise of cycling proficiency experts and build on the skills of cycling but additionally improve social skills, team work and road safety. | This remains popular for children and helps to develop key skills so we will look to allocate funding to this next year as well. |
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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|--|------|---|--|
| | | | | 5% |
| Intent | Implementation | | Impact | |
| <i>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:</i> | <i>Make sure your actions to achieve are linked to your intentions:</i> | | <i>Funding allocated:</i> | <i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i> |
| Ground Markings – To allow children to practice football and to take part in competitive fixtures. Children to have the opportunity to compete in fixtures vs other schools in football, netball, athletics + more. ERPSSA Membership | SLA signed up for to provide a football pitch in Autumn/Winter/Spring and an Athletics track in the Summer. PE lead to liaise with ERPSSA and other schools about organizing fixtures. Transport Costs Children have access to a range of competitions within Surrey including football, netball, panathlon and more. | £960 | Children are able to take part in competitive fixtures. Children benefit from the impact of competitive sport and work on teamwork, resilience & sportsmanship. Children develop teamwork and sportsmanship as well as the ups and down of competitive sport. Parents enjoy attending the events and seeing their children compete. | Continue with this SLA for next year. Continue and improve the quality and quantity of fixtures for next year and see about increasing the variety of sports available for competition. |

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| Signed off by: | |
| Head Teacher: | P. Bailey |
| Subject Leader: | A. Collin |
| Governor: | I. Downer |
| Date: | July 2023 |