

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	£
Total amount allocated for 2021/22	£16,820
How much (if any) do you intend to carry over from this total fund into 2022/23?	£
Total amount allocated for 2022/23	£
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 0

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 practiced safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>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>Due to the nature of our cohort we work very hard on developing water confidence, pool safety and pupil engagement in the water. All pupils have made progress, including our competent swimmers.</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>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> <p>Please see note above</p>	<p>23%</p>
<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>	<p>12%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>%</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?

Yes. We offer swimming and/or Hydrotherapy for all pupils in KS2. In addition, swimming is an intervention activity focused upon the physical & emotional regulation needs of our pupils. Swimming is an activity that will develop the important skills linked to our 'Preparing for Adulthood' focus – health, independence and community.

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:		
<p>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</p>			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"> To ensure that the physical needs of all pupils met and high quality delivery maintained for every lesson. Pupil progress in PE is monitored and adjusted accordingly. To ensure that there are opportunities for all pupils to be physically active throughout the day. 	<p>To employ a qualified PE Teacher with expertise to support the complex needs of SEN pupils.</p> <p>Support class teachers through training and resources to develop their confidence to deliver high quality PE lessons as well as provide ideas for informal and fun physical sessions during unstructured times.</p> <p>Physical development teacher to qualify as Senior Move Practitioner.</p>	£15,219.61	<p>Individual needs met and progress made. Pupil progress tracked on 'Evidence for learning' and through continuous monitoring by teaching staff.</p> <p>Interventions including bike therapy, KS discos, hydrotherapy, horse riding, swimming and Move.</p> <p>March 2023 – Training provided by qualified PE staff to teachers on the PE curriculum and school expectations of physical activity – 30 minutes per day. Teachers given some inclusive lesson activity ideas.</p> <p>The Move qualification ensures</p>	<p>Continue Bike therapy, collaboration with the Move lead, key stage discos.</p> <p>Ongoing delivery of the Multi Skills Activity Programme and Panathlon, alongside the Ivel Valley School curriculum.</p> <p>To support ECT and teachers new to Send to ensure a varied and inclusive programme of physical activity within their class.</p>

			the ongoing commitment to a collaborative approach to meeting individual physical goals.	
<ul style="list-style-type: none"> Provide opportunities for pupils to be physically active after school. 	<p>Provide training and equipment for staff leading the after school club.</p> <p>To link with SSG Celestials to train TA's to become sports coaches and create a community club to include Ivel Valley pupils.</p>	<p>£230</p> <p>£780</p>	<p>After school club have a range of sporting equipment including cricket, football, rugby, frisbee, vortex, basketball and tennis. Staff have accessed training from the PE department for this.</p> <p>3 x Ivel Valley TA's were supported through their FA level one coaching qualifications. They now lead a community club attended by 7 pupils.</p>	<p>To provide additional equipment if required for the differing needs of the pupils.</p> <p>To promote SSG Celestials to pupils, parents and the wider community.</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:</p> <p>%</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>
<ul style="list-style-type: none"> Through Sports Leadership, provide more opportunities for older students to become positive role models for their younger peers. 	<p>Select KS4 pupils</p> <p>Devise a timetable of opportunities during KS1&2-curriculum time.</p> <p>Plan for Sports leaders to support KS1 & 2 competition.</p>		<p>£0</p>	<p>6 Sports leaders trained during the year.</p> <p>Leaders supported curriculum and competition (world cup football skills, table cricket and sports day) for KS1 & 2</p>
				<p>To train more sports leaders to become positive role models.</p> <p>To use pupils in KS2 to use their leadership skills to help with equipment and support their classmates during lessons</p>

			Positive relationships formed between the younger pupils and sports leaders.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
	%

Intent	Implementation	Impact	
<ul style="list-style-type: none"> To ensure that teachers and class staff are aware of the recommendations of the CMA and monitor the physical activity of all pupils To provide training for teachers in inclusive PE and expectations of teaching and assessing the new curriculum 	<p>Schedule a date to hold a teachers meeting.</p> <p>To deliver a teachers meeting covering the following topics:</p> <ul style="list-style-type: none"> High quality delivery of PE (focusing on skills and knowledge) The sequence of learning New ideas Assessing pupil progress in PE Monitoring of the subject 	<p>£</p> <p>Training delivered in March 2023</p> <p>Positive feedback received from teachers following the training.</p> <p>Staff are providing more regular and better quality observations of Physical Development on Evidence for Learning</p>	<p>PE teachers to provide ongoing support to teachers and TA's to provide high quality outcomes for all learners.</p> <p>PE teachers to provide ongoing support for teachers and TA's to understand the Physical Development curriculum and sequence of learning, specifically the knowledge and skills which are being taught.</p>

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	Make sure your actions to	Funding	Evidence of impact: what do
			Sustainability and suggested

what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
<p>Additional achievements:</p> <ul style="list-style-type: none"> To find alternative methods to engage learners in intervention activities which benefit their PLP targets or individual outcomes. 	<p>Identify individuals who would benefit from intervention activities.</p> <p>Identify activities that would be feasible for timetable/staffing and facilities.</p> <p>Identify key stakeholders and an action plan to move forward.</p>	£	<p>Target group 1 were those pupils with high BMI (data gathered from the school nurses)</p> <p>Target group 2 were those with confidence and self-esteem issues.</p> <ul style="list-style-type: none"> We introduced a morning disco. 30 minutes of dancing with individuals targeted by staff to support their movement, social interaction and general enjoyment. We took a group to Chicksands bike park to experience mountain biking. 	<p>To continue the disco intervention in the next academic year.</p> <p>This activity will be offered to individuals during the next academic year. We will identify the need (possibly SEMH) during the next academic year.</p>

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	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:

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?:	
<ul style="list-style-type: none"> To identify additional opportunities for KS2 pupils to participate in inter school competition. 	Head of department investigate further opportunities for pupils to engage with other school, charities and community groups in competition.	£	This was achieved by East beds School Sports Partnership links – KS2 Rugby, Athletics, Football and indoor athletics. Powerhouse games at Cambridge University Panathlon swimming and multi sports Inter school competition with the Grange School Bedford.	Planned training for local primary teachers (East Beds SSP) to come to Ivel Valley for inclusive PE training delivered by the PE staff at IV.

Signed off by	
Head Teacher:	Joe Creswick
Date:	
Subject Leader:	Wendy Chantrell
Date:	July 2023
Governor:	
Date:	