

# 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 31<sup>st</sup> 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	£0
Total amount allocated for 2021/22	£19,125
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£20,000
Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023.	£20,000

## 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 2023.</p> <p>Please see note above</p>	87%
<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>	82%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	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: £20,000		Date Updated: 20.07.23	
<p><b>Key indicator 1:</b> 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:
<p>To ensure all pupils partake in a form of physical activity for at least 60 minutes a day during school.</p> <p>To ensure most 'hard to reach' and disadvantaged pupils are accessing at least basic sports provision at KEPS.</p>	<p>- Our highly qualified sports coach to lead structured PE sessions across KS1 and up through KS2.</p> <p>-Staff members provided with the tools to engage the children in physical activity incorporated into core lessons</p> <p>-'FunFit' sessions ran daily in school for targeted SEN children and those with specific needs.</p> <p>-Increase in active lessons where P.E becomes cross-curricular.</p> <p>-KEPS 'Daily Mile' track continues to encourage children to access activity at break and lunch times (recently installed new posts and a new daily mile sign to make the track look more appealing).</p> <p>-MUGA pitch continues to provide all children with an all-weather surface to partake in sport all year</p>	<p>£11,000</p> <p>No cost.</p> <p>£1000</p> <p>No cost.</p> <p>No cost.</p> <p>No cost.</p>	<p>-Increase in the % of pupils attending sports after-school clubs (200 pupils in 22/23 compared to 196 children in 21/22.)</p> <p>-Increase in external sporting activities/competitions. (28 events attended this year compared to 24 in 21/22)</p> <p>-Increase in internal sporting activities/competitions (House football KS1 and KS2, Foundation Sports Day, Sports Day and 19 sports afterschool clubs provided throughout the year)</p> <p>-Sainsbury's School Games Gold Status maintained from previous academic year. We are able to apply for Platinum next year as we have had 3 consecutive years as a Gold</p>		<p>-PE lead to continue to offer CPD to fellow teaching staff across school to ensure they are confident in the delivery of regular PE sessions</p> <p>-Sports provision distributed evenly with staff in all Key Stages taking key role in implementation of strategy.</p> <p>- Continue to develop 'Funfit' provision even further</p> <p>-Discussions held with NCCC and the Chance to Shine representatives to offer CPD to staff as well as offering provision for students.</p>

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	round. Children use the MUGA pitch after-school until gates are shut too. -New sports equipment purchased (football nets, balls, etc.) -New play equipment purchased for break and lunch times	£750 £2250	school.  -Equipment has allowed all children at break and lunch times to be active and to play their favourite games with their friends.	-Refurbishment of the Trim Trail to encourage exercise at break and lunch times.  -Offer a wider variety of after-school clubs for children to try.
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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:  
%

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 ensure our pupils acquire new knowledge and skills and allow children to practice these skills by themselves.</p> <p>-To ensure our pupils are physically fit and partake in regular exercise.</p> <p>-Inspire children to think for themselves, take the initiative and show leadership skills and qualities.</p> <p>-Ensure children understand link between swimming for fitness/pleasure and safety.</p>	<p>-Encourage pupils to participate in new sports and provide the opportunities during PE lessons in which children can develop the skills required.</p> <p>-Provide wider opportunities for pupil independence so that they take a greater lead in their learning to take risks, ultimately shaping and developing resilience.</p> <p>-Continue to highlight and discuss importance of well-being (physical/emotional/family and community.) Links to ELSA in school. Mental Health Champions programme in the summer term, promoting wellbeing and appropriate coping strategies, stress-reliefs.)</p> <p>-Continue to raise awareness and promote healthy lifestyles through 'Healthy Schools Week' and other</p>	<p>£500</p> <p>No cost.</p> <p>£400</p>	<p>-Increase in amount of different sports delivered in school and the skills required to succeed in that particular sport.</p> <p>-'Healthy Schools' Award maintained during 2021/22 academic year.</p> <p>-Further additions to our school's food menu to ensure children are with nutritious, balanced meals daily in school.</p> <p>-KEPS have just ran a House Football event (KS1 and KS2), in which pupils were given captains responsibilities such as selecting squads, formations, tactics etc. This meant that they were able to show</p>	<p>-Through our sport coach and sports apprentice, the opportunities to partake in new sports will be provided to all pupils across KS1 and KS2.</p> <p>-Consider different approaches to teaching, learning and the evidence of learning. Refer to research on pedagogy as part of a whole school staff approach.</p> <p>-Embed change to ultimately make a difference, role of governors and parents to be considered to ensure sustainability.</p> <p>-Introduce KEPS Sport Leaders 2023 (Children to undertake a 12</p>

	opportunities such as whole school assemblies. - Weekly swimming provision for all Year 4 children.	No cost.  £6000	leadership qualities.  -Increase in current Year 6 children being able to swim 25 metres. Up to 87% now from 81% in 21-22.	week course of leadership and then deliver sessions to Year 1 and 2 children).
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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	
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?:	Sustainability and suggested next steps:
All members of staff to be provided with training opportunities in school to improve their knowledge of PE and their ability to teach PE effectively.	-All teaching staff observed our schools sports coach teaching PE.  -Staff team taught at least one PE session alongside sports coach.  -Sports coach observed staff teaching PE, providing feedback and support.	Funding allocated:  £1800  £1700  No cost.	-Staff develop lessons following lesson observations with schools sport coach. -Staff members that have undertaken this process have stated that they feel more confident delivering high quality PE sessions based on the support received. -Regular intake of student teachers termly at KEPS, with strong, current subject knowledge. Our sports coach works closely with these students to ensure quality of PE delivery and provision. Students from Year 9 to current university students have supported with P.E lessons with sports coach.	New sports coach to observe all teaching staff in the upcoming Autumn term (2023/24) to offer further feedback/support. -Further team-teaching opportunities to be provided to all teaching staff alongside sports coach. -Potential flagship partnership with Nottingham Forest FC on behalf of PLPS, with training opportunities for staff members being provided through this. -Regular staff meetings to provide information on the curriculum and to boost confidence and knowledge.

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:	
<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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:	
Continue to broaden the range of sports and activities offered to pupils at our school and introduce pupils to new sports and provide opportunities for our children to partake in them.	<ul style="list-style-type: none"> <li>-Continue to increase amount of after school sports clubs, led by our sports coach and class teachers as well as Sport4Kidz (an external provider offering a variety of clubs)</li> <li>-Continue to develop links with external sporting organisations</li> <li>-Continue to increase child participation in a variety of sports clubs across both KS1 and KS2.</li> <li>-Continue to raise the profile of after school clubs through assemblies and constant communication with pupils and parents.</li> <li>-Surveys conducted to the parents about clubs and what children want</li> </ul>		<ul style="list-style-type: none"> <li>£1000</li> <li>£100</li> <li>£200</li> <li>No cost.</li> </ul>	<ul style="list-style-type: none"> <li>-Increase in participation in after-school clubs.</li> <li>-Pupil voice survey carried out- 80% of students said that they could access a wide variety of sports clubs at school- 30 sample size</li> <li>-A variety of staff delivering sports clubs, not just the sports coach. This allows students to experience different styles of coaching so it doesn't become repetitive.</li> <li>-EYFS multi-skills and Sports Day- increased participation from this group of children</li> </ul>	<ul style="list-style-type: none"> <li>-Continue to train all staff members in the delivery of a variety of sports.</li> <li>-To offer a wider variety of after school sports to EYFS pupils.</li> <li>-Continue to offer a broad option of after school sports clubs to KS1 and KS2 pupils.</li> <li>-Continue to develop links with external sporting organisations (Mansfield Town FC, Mansfield Harriers and Notts CC etc.)</li> </ul>

	to see more of.			
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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 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 continue to increase participation in competitive sport both internally and externally by providing a wide variety of opportunities for pupils to do so.	<ul style="list-style-type: none"> <li>-Continue to be a part of the Dukeries School Games partnership, attending a high number of sporting competitions provided by them.</li> <li>-Compete under the Newark &amp; Sherwood games banner in addition to the Dukeries School Games.</li> <li>-Continue to host a wider range of intra-school sporting competitions, encouraging our pupils to compete against other schools in the local area.</li> <li>-Retain our place in the Dukeries Schools Football League for both boys and girls at KEPS. Both teams to compete in Samuel Barlow Cup also.</li> </ul>	<p>£2300</p> <p>£400</p> <p>£700</p>	<ul style="list-style-type: none"> <li>-Sainsbury's school games GOLD status-maintained July 2023. Eligible for PLATINUM in the next academic year- Gaining access to more sports and entry to national competitions.</li> <li>-The school has entered more events this year than any other year- 29 in total.</li> <li>-Children have been participating in competitive sport outside of school hours, such as cross country events at the weekends.</li> </ul>	<ul style="list-style-type: none"> <li>-To compete further in the Dukeries School Games umbrella (Newark &amp; Sherwood, County competitions etc.)</li> <li>-Aim to achieve Platinum SSG Status, providing pupils with further opportunities to participate in competitive sport.</li> <li>-School to host intra-house competitions.</li> </ul>



Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Joe Worrall
Date:	20.07.23
Governor:	
Date:	