

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. 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	£ 0
Total amount allocated for 2021/22	£18,680
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 0
Total amount allocated for 2022/23	£18,580
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£18,580

Swimming Data

Please report on your Swimming Data below.

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	55%
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	55%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%

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?

No – it will be used in this way this academic year

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: £18,580	Date Updated: 20/7/23		
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				Percentage of total allocation:
				30%
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: £5574	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Pupils undertake a minimum of 2- hour PE lessons each week.	Pupils benefit from a progressive scheme of work, written with careful consideration of the aims of the National Curriculum, to ensure a wealth of opportunities to develop physical skills as well as developing the whole child. A focus on quality-first teaching to teach pupils a range of sports and activities, whilst developing their physical literacy and fundamental movement skills.	Contribution towards Teacher salary	Pupils have developed more positive attitudes to health and well-being and can now explain why exercise and a balanced diet is good for the body. Furthermore, pupil concentration, attitudes, self-esteem and behaviour has improved within PE lessons.	Continue to invest in new equipment to offer pupils more access to new sports which ensure they are becoming more physically-active and engaging in new activities that allow them to be physically active.
			In addition, pupils’ stamina has improved meaning they can now maintain higher-levels of physical activity over a sustained period of time.	Targeted plans for specific pupils to ensure they exceed the recommended 30 minutes of physical-activity daily.

<p>To provide pupils with a range of physical-activities to keep them active during break and lunchtimes whilst allowing them to improve their teamwork and communication skills as well as improving mental well-being.</p>	<p>Audit sporting equipment that can be used at lunchtimes to encourage physical activity – replacing and improving where necessary.</p> <p>Recruitment of Year 5/6 Play-Leaders encourages physical activity at lunchtimes on KS1 and KS2 playground. Designated PE Teacher and wider staff support Active-Play and Play-Leaders at lunchtime.</p>		<p>Pupils physical-activity levels have increased at lunch as a result of new Play-Leader initiatives, spending on new equipment and investment in re-designed playgrounds in both KS1 and KS2.</p>	<p>Monitor physical-activity levels to ensure we meet the government guidelines of at least 30 minutes a day for each child in school time.</p> <p>New lunchtime activities to be introduced on the playground such as biking activities and new Play-Leader led games.</p>
<p>Provide a wide and varied range of extracurricular sports clubs.</p>	<p>Wide-range of extra-curricular clubs open to all pupils delivered by PE Teacher and external coaches where needed.</p>		<p>Pupils now have access to a wider-range of sporting activities through the delivery of extra-curricular clubs. E.g. Rugby, Darts, Kurling and gym.</p>	<p>Increase range of activities for extra-curricular clubs</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				20%
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: £3716	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<p>To encourage pupils to take on roles of responsibility and leadership within PE and School Sport</p> <p>All pupils to participate in more intra-school sporting opportunities.</p> <p>RSE/Science/PE curriculum supports and encourages the benefits of physical activity upon our mental-health.</p> <p>Ensure that all sporting achievements are recognised and celebrated. Staff, Pupils and Parents aware of school's sporting successes.</p>	<p>Facilitated leadership and organisation projects for Years 5/6. E.g. school sports day roles, Play-Leaders, PE monitors and School-Sport Champions.</p> <p>Pupils have had the chance to compete against each other within a range of activities to promote the profile of school sport, including an end of year sports day event.</p> <p>Classroom-based lessons taught to promote positive mental-health, healthy-eating, benefits of exercise and effect on drugs (UKS2). Key messages used within PE lessons and extracurricular clubs to reinforce.</p> <p>More classroom-based teaching on the importance of how sport and PE improves mental-health and well-being, particularly during and after COVID.</p> <p>Sporting successes (medals, certificates) celebrated within the school's weekly Celebration Assembly. Sporting achievement celebrated in regular school newsletters and on</p>	<p>Contribution towards Teacher salary</p>	<p>5/6 are now more confident to take on Sports/Play-leadership roles and lead games/activities. PE monitors and Sports Champions promoting sport positively within school. Pupils have more experience of intra-school sport and understand how this helps them prepare for inter-school festivals and competitions.</p> <p>Pupils' better understand the link between improved mental-health and sport/physical activity.</p> <p>Pupils know that extra-curricular sporting achievements will also be celebrated within school.</p> <p>Pupils have knowledge of how PE Key RSE values support sporting success together.</p>	<p>Use pupil voice (School Sport Champions) as a tool to Further engage children in PE and School Sport.</p> <p>Continue to embed this within the curriculum and introduce interschool competition within new activities and sports. Expand to inter-lead competitions and festivals.</p> <p>Use the 'COGs' from REAL PE scheme to link to whole school improvement plan and embed these sportsmanship qualities inside and outside of the classroom in all aspects of life.</p> <p>Pupils to receive 1st-aid training after PE Teacher attended training to train pupils in delivering basic 1st-aid to pupils.</p> <p>Deliver an increased number of engaging assemblies to celebrate successes inside and out of school and to promote major sporting events.</p>
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<p>Delivery of sporting career-based lessons and opportunities to give a wider understanding of varied careers in sport. Pupils' attend a number of live sporting</p>	<p>social-media channels. PE display-board celebrates sporting success and achievements. New end of year celebration events held to celebrate teams' success.</p> <p>Increase pupil ambitions to go on and explore careers' within sport. Raise aspirations through pupils increased experience of live-sport.</p>		<p>Pupils now know a wider range of careers within the sports industry and what qualifications and experience would be needed for these roles.</p> <p>Pupils have higher expectations of themselves within Sport and PE and want to represent the school in festivals and competitions.</p> <p>Pupils now have higher aspirations in life regarding sport due to seeing live sporting matches.</p> <p>More stand-out at events through pupils wearing new sports kits.</p>	<p>Increase use of social media.</p> <p>Invite parents to more sporting events.</p> <p>Teach pupils more about careers they can do within the sportsindustry.</p> <p>Offer more experiences for pupils to watch live sport or visit sporting venues to see people at work.</p> <p>GB athlete to visit school to help raise profile and aspirations.</p> <p>New girls' football kit secured from Sandiacre Town Football Club.</p> <p>PE Teacher to feedback to SLT monthly regarding sporting successes.</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:
				15%
Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know</p> <p>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: £2787</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>Provide staff with professional development, mentoring, training and resources to help them ensure confidence and teach PE and sport more effectively to all pupils, embedding physical activity knowledge across the school.</p> <p>Have a clear consistent approach with a clear progress of skills for PE. Cascade high-quality sports coaching throughout all year groups.</p> <p>Work with wider staff to improve knowledge and understanding of supporting PE.</p>	<p>PE Teacher has worked alongside specific members of staff to develop their own pedagogy in the teaching of high-quality PE within a range of sports and the REAL PE scheme.</p> <p>PE Teacher has worked alongside external qualified coaches to improve CPD in areas such as gym and dance.</p> <p>PE Teacher attended external training days where necessary to increase subject-knowledge and first-aid.</p> <p>REAL PE, REAL GYM and REAL DANCE implemented across the school.</p> <p>Sport-specific taster-days (e.g. tennis/cricket).</p> <p>Designated PE Teacher writes and delivers a well-designed and well-rounded sporting curriculum</p>	<p>Contribution to Teacher salary</p>	<p>Teachers feel more confident delivering PE-lessons after support from PE Lead, meaning higher-quality teaching and learning for pupils. Teachers have improved their teaching through the use of IRIS video recordings to learn from PE Lead.</p> <p>Pupils now know a wider-range of skills and sports through taster-days in areas such as; Boccia, Dance, Tennis, Tag-Rugby and Cricket.</p> <p>Progression of skills and key knowledge documents shared with Teachers. This means they can see a clear progression and they now understand exactly what children should know and what they will know next.</p>	<p>Staff questionnaires to be completed to highlight areas for development to establish gaps in staff-knowledge to help support future provision.</p> <p>PE Lead to support ECTs and new staff to the school in understanding the PE curriculum.</p> <p>Class-Teachers to work alongside PE Teacher once each half-term (3 x CPD yearly) to support, deliver and evaluate PE lessons as well as improving Teacher confidence. This will ensure they each receive high-quality CPD within their dedicated year group. PE Teacher to support individual needs.</p> <p>PE Lead to continue to attend training which will enhance subject-knowledge.</p>

	<p>with clear intent and overview in all areas.</p> <p>Release time for PE lead to attend Erewash Partnership events and to monitor standards in PE across the school.</p> <p>All staff help to support and promote the school's objective of becoming a healthier and more active school through PE and School Sport.</p>			<p>PE Lead to continue to work with highly-qualified coaches to improve and develop their own CPD.</p> <p>Use mini-quizzes as a way to assess effectively and monitor PE to ensure high-quality teaching and learning.</p> <p>All staff to complete PE skills audit for PE Teacher to identify and support specific needs.</p> <p>PE Teacher to complete Subject Leader Skills and Knowledge progression ladder to work with SLT for CPD</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: 15%
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: £2787	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Bikeability, Learn to Ride and Scooter Skills offered to pupils.</p> <p>A wider-range of sports delivered through PE curriculum lessons.</p> <p>A wider-range of sports delivered through extra-curricular clubs.</p> <p>Increased attendance at local Erewash Sport competitions.</p> <p>SEND pupils accessing new sports and games during curriculum, break times and lunchtimes.</p> <p>More pupils provided with clear pathways to clubs outside of school to continue progress at grass-roots level.</p> <p>Increase in the number of taster-sessions offered to pupils to engage their interests and give them more experiences within new sports.</p> <p>Offer more opportunities within outdoor and adventure learning.</p>	<p>Pupils in years 5/6 took part in a Bikeability training course.</p> <p>New sports delivered within PE curriculum and extra-curriculum clubs (Boccia, Gym and Kurling)</p> <p>More pupils experience a range of sports at festivals and competitions. All pupils present in the first 5/6 half-terms attended a competitive festival or competition at least once during the school year.</p> <p>Increase enjoyment of PE by all children – specifically SEND who have worked with staff and Play-Leaders to learn new sports and activities. Lessons delivered specifically to SEND nurture class throughout the year.</p> <p>Provide clear path-ways to local clubs. Links made with new gym, darts, football and other sports-clubs to sign-post pupils.</p>	<p>Contribution towards Teacher salary</p>	<p>Pupils are now more confident on bikes and scooters, know how to be safer on the roads as well as how to maintain their bikes.</p> <p>A more diverse range of sporting activities offered to pupils through the PE curriculum, extra-curricular clubs and competitions which has led to increased enjoyment and more positive attitudes to sport. Pupils have attended new competitions such as Kurling, Darts and gymnastics.</p> <p>More pupils are wanting to represent the school at inter-school sport after their experiences of taster-sessions and experiencing new sports.</p> <p>PE Teacher has delivered weekly interventions with SEND pupils in small groups to ensure they are getting access to new sports and activities. This has improved their attitude and enjoyment to PE and allowed them to access a wider-range</p>	<p>Start school's own internal biking clubs for learn to ride and fun sessions during lunchtimes and after-school.</p> <p>School to host our own interschool sports competitions and festivals against other local/trust schools.</p> <p>More assemblies delivered to celebrate key sporting events in the calendar.</p> <p>Carefully select outside providers and ensure they understand our</p>

	<p>Improve pupils map, teamwork, climbing and outdoor skills through an increase in teaching outdoor and orienteering challenges.</p>		<p>of activities too.</p> <p>Pupils and parents now know that children can be guided towards local clubs. Knowledge, interest and confidence in outdoor and adventure activities has increased</p>	<p>vision for school sport and that the opportunities they offer contribute to that vision.</p> <p>Promote local sports/holiday camps.</p> <p>Invite local sports teams in to speak to pupils about their offering as a provider.</p> <p>Extra money used to invest in swimming 'Booster-Lessons' for Year 5/6 swimming lessons to help more pupils achieve their 25 meters.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				20%
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: £3,716	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<p>All Cloudside pupils represent the school during one inter and one intra-school competition.</p> <p>Continued link with Erewash School Games Organiser to access calendar of sporting events and competitions.</p> <p>Organise more girls-specific competitive fixtures.</p> <p>Further development of 'B' teams to play competitive fixtures against other schools to give more children the experience of competitive matches.</p> <p>Targeted extra-curricular clubs for those who need to be more physically active or lack confidence and self-esteem.</p>	<p>Identified a set number of competitions/events to provide transport to.</p> <p>PE lessons provided links in learning to bridge the gap between learning skills and applying them competitively against others.</p> <p>Organised regular (termly), inter school sports festivals for pupils across different sports. SEND children attended a range of festivals throughout the year.</p> <p>'B-Team' fixtures organised against local schools in areas of sport and PE.</p> <p>Increased participation in girls-only sports fixtures within a range of sports.</p>	<p>Contribution towards Teacher salary</p>	<p>Calendar of inter-school festivals and competitions linked to major sporting events e.g. Woman's' World Cup 2023/Men's World Cup 2022, Wimbledon 2023.</p> <p>All pupils participated in a whole school sports day.</p> <p>Pupils now relish the chance to represent the school at local sports competitions and fixtures. Increased confidence of pupils within different sports, with pupils now more confident in playing competitive sport against others.</p> <p>Pupils are now more resilient and less likely to give up or become frustrated.</p> <p>SEND pupils now have higher confidence levels and better social skills due to attending festivals.</p> <p>Pupils' attitudes to team-sports have improved with the creation of 'B'</p>	<p>Identify further pupils for extracurricular and curricular interventions and support.</p> <p>Continue to grow the number of small inter-school competitions within the LEAD Academy trust. Cloudside to host festivals and competitions and invite other local schools.</p> <p>Year 5/6 Play-Leaders facilitate more games with a competitive edge.</p> <p>Further develop inter-year competitions for pupils to experience competitive sport.</p> <p>Organise more 'B' team sports fixtures.</p> <p>Utilise sports providers to help support more intra-competitive sports festivals and competitions.</p>
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			<p>team fixtures.</p> <p>More pupils now access competitive sport across both key-stages.</p> <p>Girls' attitudes to playing competitive sport has improved along with their confidence and social skills. Huge increase in girls playing sports such as dodgeball, football and basketball at play and lunchtimes.</p> <p>Targeted pupils have shown increased levels of physical activity and improved confidence and self-esteem as a result of extra-curricular interventions.</p>	<p>Pupils able to attend more festivals, competitions and sporting events through investment in shared mini-bus.</p>
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Signed off by	
Head Teacher:	Jodie Milson
Date:	20/7/23
Subject Leader:	Elliott Roulstone – P.E. Teacher
Date:	20/7/23
Governor:	Peter Hunt
Date:	20/7/23