

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 judgement, 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 offers
- 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 <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools> 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 underspend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment.

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 31 July 2023.



Details with regard to funding

Please complete the table below.

Total amount carried over from 2022/23	£0
Total amount allocated for 2023/24	£19,570
How much (if any) do you intend to carry over from this total fund into 2024/25?	£0
Total amount allocated for 2022/23	£19,570
Total amount of funding for 2022/23 to be reported on by 31st July 2023	£ 19'570

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 as best you can. 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>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>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 2023.</p> <p>Please see note above</p>	72%
<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>	75%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	75%
<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?</p>	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: 2023/24	Total fund allocated:	Date Updated:		
Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: %
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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?	
Deliver quality skills based lessons to all children.	<ul style="list-style-type: none"> Regular CPD will be delivered to EYFS in partnership with Wolverhampton Wanderers Foundation. PE leader and Level 4 Sports apprentice to attend CPD sessions, plan and deliver lessons. Assess children using age-related expectations. Children to use the passing, receiving and tactical skills taught in lessons and extra-curricular activities to transfer and use in a competitive scenario. Level 4 Sports apprentice to attend weekly training with Aspire and work alongside the 	£	BL and LT have attended regular CPD sessions and applied it to lessons. AREs have been updated for Autumn. 30% of children are at expected. AREs have been updated for Spring. 60% of children are at Expected.	

Created by:



Supported by:



	PE lead.			
Key indicator 2: 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				Percentage of total allocation: %
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
Develop the children’s knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities	<ul style="list-style-type: none"> Pupils will receive direct teaching from a teacher who specialises in sport alongside a level 4 sports apprentice. Curriculum to be developed and enhanced from the feedback using pupil voice. Level 4 Sports apprentice will deliver PE lessons alongside the PE teacher. Work with the children to build relationships and support targeted children during lessons. Links are made to different sports when skills are being taught.eg. positioning in team games. 	£62,820 £19,088	<p>Chance to shine have delivered a PE intervention to PP children in year 5.</p> <p>Extra-curricular activities have been chosen using pupil voice and School Sport Council. Over 20 children have attended each club with an attendance of 90.7% in Spring term.</p> <p>BL has been working with small groups focusing on skills that the children need extra work on.</p> <p>DC Pro has been updated to track the progress of children and highlight the children that need targeted interventions. 30% were at expected in Autumn, 60% were at expected in Spring.</p>	

	<ul style="list-style-type: none"> • Children's progress is tracked through DC Pro. • Include forest schools in the curriculum • School to engage in the WOW tracker as part of the 30 minutes of activity this is in addition to two 15 minute timetabled movement breaks. 			
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Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Intent	Implementation	Impact		
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
Physical education promotes a love for exercise and competition and an understanding of their bodies in action	<ul style="list-style-type: none"> • Wolverhampton Wanderer's Foundation Team are part of the school community to promote and support physical activity during lesson times and after school clubs. • Pupils will be provided with the opportunity to further 	£10,800	Y3 Basketball, 4 Hockey , 5 Dodgeball, and 6 Football have all competed in competitions outside of school. Year 6 Dance Festival. Year 5 Girls 6 aside tournament. Year 4 Hockey and girl's football event. Year 3 Multi Skills event.	

	<p>develop their sporting interests and development by attending after school extra-curricular activities run by the PE leader, Teaching assistants and level 4 Sports apprentice. The number for each club will increase to 20 pupils per club in Spring term as BL will present at every club</p> <ul style="list-style-type: none"> • Children to engage in the WOW travel tracker. • LT to enter more leagues and competitions on the WASPS website to give the children more opportunities. • Eastfield to host an inter-school competition. • Children keep progress cards to show what they have achieved. These will be updated by the pupils and evidence will be posted on social media. 		<p>Completed fixtures in the football league. Attended unified football event.</p>	
<p>Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils</p>				<p>Percentage of total allocation:</p>
<p>Intent</p>	<p>Implementation</p>	<p>Impact</p>		

Your school focus should be clear on what you want the pupils to know and be able to do. What do 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>The children will apply their skills when taking part in: dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities</p>	<ul style="list-style-type: none"> • Pupils in Year 3 are targeted and supported through PSHE workshops from Wolves Foundation to increase their physical health and activity. • Year 2 take part in an outdoor residential visit. They experience adventure ropes, orienteering/map skills, rope trails. • Year 6 to take part in a week's residential at PGL. They will experience a range of outdoor adventure activities, water safety and team building. The whole school participates in sports day where each child competes in at least 2 races each. 	<p>£14,000 (estimate)</p>	<p>Wolves delivered PSHE workshops to Reception and Y3.</p> <p>Year 6 took part in adventurous activity at PGL.</p> <p>Extra-curricular activities have been changed after using pupil voice.</p> <p>Sports council has been created to show pupil voice in school. Meetings are set up to discuss the curriculum and extra-curricular activities.</p>	

	<ul style="list-style-type: none"> • Children will have the opportunity to visit elite sport venues and meet professional sports people to inspire them. For example: Molineux, golf professional, county cricket players. • Introduce forest schools to the curriculum. • The curriculum to be developed using pupil voice. • Extra-curricular activities are changed every term to give the children experience in a range of sports in addition to what is being delivered in lesson times. 			
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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 on what you want the pupils to know and be able to do. What do 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>The children want to engage in competition outside of the curriculum.</p>	<ul style="list-style-type: none"> • School will enter more competitive events, including house events (like sports day) and more pupils will compete in interschool events due to transport being provided. • Pupils experience 'cultural capital' by being invited to have a tour of Molineux Stadium. • Eastfield will enter several leagues and events which will give children the opportunity to use their skills in a competitive situation. This is due to LT and BL not being class based and is able to organise more opportunities for the children to compete. • LT will attend CPD and network meetings to build a relationship with SGOs and other PE staff to organise more opportunities to compete. • BL will introduce a 'healthy' after school club which will promote children to continue to be active 	<p>£500</p>	<p>Extra-curricular activities have been changed after using pupil voice.</p> <p>Year 6 Dance Festival. Year 5 Girls 6 aside tournament. Year 4 Hockey and girl's football event. Year 3 Multi Skills event. Completed fixtures in the football league. Attended unified football event.</p> <p>BL has ran a 'healthy lifestyles' after school club which was attended by 24 pupils. They discussed nutrition, built their own healthy meal and took part in physical activities.</p>
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Head Teacher:	Sarah Hay
Date:	03.10.23
Subject Leader:	Liam Tew
Date:	03.10.23
Governor:	
Date:	