

# The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

Commissioned by



Department  
for Education

Created by



King's Cross Academy  
2023



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	£ £19,290
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£ £19,290
Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023.	£ £19,290

## 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. <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>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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. Please see note above	72%
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	69%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	72%

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

## 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><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>Continue to encourage greater Physical Activity in our children, to empower children to make positive healthy lifestyle choices.</p> <p>To increase the children’s activity levels in response to their recent decrease due to lockdown.</p> <p>IMPACT ON PUPILS Increased access to and involvement in physical activities at school lunchtime. Therefore, activity levels increased daily.</p> <p>Develop positive attitudes towards health and fitness, and develop social and emotional well-being through physical activity.</p> <p>Pupil fitness and fundamental movement</p>	<p>Continue employment of YMCA sports coaches to offer structured lunchtime physical activities.</p> <p>Young Sports Leader Training (YMCA accreditation).</p> <p>To organize equipment monitors to ensure sports equipment is ready to use and accessible at all times (Year 5).</p> <p>High Quality PE per week</p> <p>Sports Activity Day -To be held in the local community.</p>	<p>£2400</p> <p>£2,350</p> <p>£2,400</p> <p>Young Sports Leaders £480</p> <p>Year 5/6 Activity Day</p> <p>£500</p>	<p>Increased access to and involvement in physical activities at school lunchtime. Therefore, activity levels increased daily.</p> <p>Positive attitudes towards health and fitness are seen in children generally.</p> <p>Social and emotional well-being seen to be more positive after physical activity .</p> <p>Staff have seen more readiness to learn following physical activity, such as Daily Mile.</p> <p>Pupil fitness and fundamental movement skills have developed and improved through extended provision (external data)</p> <p>Pupil voice survey</p>	<p>Continue with 23-24 provision, with the following additional next steps – Draw up an annual timetable for staff and coaches to compliment upcoming events and to ensure there is a broad range of sports/skills being taught at lunchtimes.</p> <p>Source new external provider for cycling skills.</p> <p>Analysis data each term (participation) and target key groups (EAL, girls, SEN and pp).</p>

skills developed and improved through extended provision			Pupils' leadership skills have been developed, for example through Y5Sports Leaders. curriculum enrichment such as sponsored runs, visits / trips, local walks	
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</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:	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 improve social skills, behavioural development and academic achievement through access to broadened and improved physical education and activity provision, leading to increased health and well-being of all children.  IMPACT ON PUPILS  Increased standards of pupil attainment, against Attainment Targets  Improvements in behaviour following physical activity and engaging lessons  Develop social skills through holistic development in real PE resources.  Trips / external partnerships (The Place, YMCA, CSSA)	School Games Gold award and Silver for Healthy Living school.  During assemblies / PE newsletter, gives the children the opportunity to share their sporting achievements, inside and outside of school.  Attainment Targets – see data record Improvements in behaviour have been recognised following physical activity and engaging lessons Social skills improved through holistic development in real PE resources.  Children's increased ability to accurately self-assess and set personal targets has been reported by staff and planned to be Continued with 23-24 provision.  to cover any specific sport/PE related	The Place £1200  Awards / Displays £200  Fitness Testing £2000	Increased standards of pupil attainment, against Attainment Targets – see data record  Improvements in behaviour have been recognised following physical activity and engaging lessons  Social skills improved through holistic development in real PE resources.  Children's increased ability to accurately self-assess and set personal targets has been reported by staff and planned to be monitored by Subject Lead next year.  Positive attitudes to health and fitness are seen generally in children around school, and in celebrating sporting achievements in assemblies.	Continue with 22-23 provision, with the following additional next steps –  Apply to School Games Mark when this becomes available.  Hold sensory circuit events for SEND children.  To encourage regular fine and gross motor activities in class to improve whole school writing targets.

Develop positive attitudes to health and fitness	actions in line with the School Development Plan.			
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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:	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>Improve the quality of teaching in PE through staff CPD from YMCA Lead Practitioner, to further enhance staff competence and confidence in planning, teaching and assessing PE.</p> <p>PE co-ordinator to access CPD training opportunities and monitor subject development</p> <p>IMPACT ON PUPILS</p> <p>Increased standards of pupil attainment, against Key Stage Attainment Targets</p> <p>Increased enjoyment and positive attitudes through more creative lesson structures</p> <p>Participation in enhanced quality teaching and learning opportunities, leading to better outcomes for pupils</p>	<p>Coordinator to CPD events organised by Camden CPD provision</p> <p>For all staff to support the development of the Primary PE programme and the online platform, including gym and dance.</p> <p>Audit staff use of Real PE and the online platform.</p> <p>Twilight CDP sessions.</p> <p>Whole school CPD meetings / training.</p>	<p>PE Planning £130</p> <p>Gymnastics £130</p> <p>Primary PE Planning Subscription £800</p> <p>ECT Training £360</p>	<p>Increased enjoyment and positive attitudes through more creative lesson structures reported by staff and planned to be observed through lesson walkthroughs next year.</p> <p>Participation in enhanced quality teaching and learning opportunities, lead to better outcomes for pupils – see attainment data.</p> <p>Staff confidence and competence increased through CPD with YMCA</p>	<p>Continue 22-23 provision, with the following additional next step –</p> <p>Simplify PE assessment recording system and make it accessible to all staff.</p> <p>CPD for new staff and ECT</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 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:
Enhance and extend the range of physical activities and sports offered in and out of curriculum and as after/before school clubs.	To use YMCA coaches to deliver breakfast, lunchtime and afterschool clubs for 13 hours per week	Breakfast Clubs £2,400	Fundamental movement skills developed and also transferred to sports skills in events and after-school clubs	Continue with 23-24 provision, with the following additional steps –
To broaden sports and activities offered to pupils and how these can be used in competitive sport's events	Promote the YMCA Sports Clubs to the whole school to encourage participation.	£2,300	Children have had opportunity to practise and enhance skills in different contexts – Rugby, tennis, netball, football, dodgeball and basketball	To develop a timetable for the afterschool clubs so that they compliment upcoming events.
IMPACT ON PUPILS		Afterschool Clubs		To offer a broader range in after school clubs for example basketball (based on pupil voice).
Fundamental movement skills developed and also transferred to sports skills	Contact other outside agencies to run after school clubs and increase the range and sports offered as extracurricular school clubs	£2,030	Children have been inspired to achieve and participate in a broader range of sports.	Hold regular cycling events to target non-riders and improve road safety skills of those who can ride.
Opportunity to practise and enhance skills in different contexts.				
Inspiring to achieve and participate in a broader range of sports, through positive role models.	Broaden sports offered to children through taster sessions and through external providers. (MW5 Fitness)	£2,160	Children have learnt basic cycling skills through in house training.  Fitness drills with MW5 coaching.	Organise activities outside of term time in line with the Holiday Activities and Food programme.

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 affiliation with CSSA and access increased opportunities for competitive activities.	Promote sport and competitions using a central display board and social media		Fundamental movement skills have been developed in different contexts and under competitive	Continue 22-23 provision with the following additional next steps –
To hold termly Intra-competition events. IMPACT ON PUPILS Fundamental movement skills developed in different contexts and under competitive conditions Clearer understanding of good sportsmanship and competitive environments Increased participation at CSSA inter competition.	Attend more CSSA events organised by Camden  Termly intra-competitions to be organised by the Young Sports Leaders.  Take part in local leagues in a range of competitive sports  Promoting home school links – signposting to events/clubs and teams.		At inter competition events children have shown a good understanding of good sportsmanship and behaviour in competitive environments  Increased participation at CSSA inter-competitions (3 <sup>rd</sup> Best School in Camden).	Sport leaders to organise termly intra competitions. To attend more SEN specific events.  To organise sporting events with other local primary schools.  Arrange taster sessions in school to be delivered by local outside agencies

Signed off by	
Head Teacher:	K Baxter
Date:	24/07/23
Subject Leader:	Denah Kibene
Date:	21/7/23

Governor:	
Date:	