

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 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



Details with regard to funding
Please complete the table below.



Wellington Place
Primary School
Learn, Lead, Achieve, Succeed

Total amount carried over from 2022/23	N/A
Total amount allocated for 2023/24	N/A
How much (if any) do you intend to carry over from this total fund into 2024/25?	£0
Total amount allocated for 2024/25	£16,000
Total amount of funding for 2024/25. Ideally should be spent and reported on by 31st July 2025.	£16,000

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: 2024/2025		Total fund allocated: £16,000		Date Updated: September 2024	
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					
Intent	Implementation		Impact	Next steps	
Equipment for PE lessons and Lunchtimes	<ul style="list-style-type: none"> Equipment for PE lessons Equipment for children to use at lunchtime to encourage engagement in physical activity 	£4,000	Percentage of children involved in physical activity at lunchtime increases	Midday supervisors to focus on different areas of the EYFS physical development curriculum to practice skills such as throwing and catching.	

Key indicator 2: The profile of Physical Education being raised across the school as a tool for whole school improvement					
Intent	Implementation		Impact	Next steps	
Enrichment Yoga sessions for EYFS children once a week and extra intervention groups focusing on the development of gross motor skills with the Yoga Teacher.	<ul style="list-style-type: none"> Foundation class an hour a week CPD for Foundation Teacher 	£6,000	All EYFS children to understand the Yoga practice and use this in the classroom.	EYFS children to lead their own family Yoga sessions. Intervention groups with EYFS children to develop their gross motor skills and physical development.	
A year subscription for Real PE Foundation Curriculum	<ul style="list-style-type: none"> Planning for the Foundation teacher to use for PE lessons. CPD for Foundation Teacher 	£245	Real PE enables teachers to plan and deliver an outstanding PE curriculum with confidence.	For the teachers to use Real PE as a planning tool to adapt for our school and our children's needs.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			
Intent	Implementation	Impact	Next steps
Workshops for EYFS children through the year to expose the children to different types of Sport and different types of Dance.	<ul style="list-style-type: none"> • CPD for the Foundation teacher • Martial Arts Workshop • Indian Dancing Workshop • South American Dancing Workshop • Rugby Workshop • Tennis Workshop 	£5755	Teachers to experience workshops with a specialist to ensure that their knowledge and skills remain proficient.
			To use the specialist knowledge in PE lessons and the EYFS curriculum.

Signed off by	
Head Teacher:	Cressida Knox
Date:	02.09.2024
Subject Leader:	Cressida Knox
Date:	02.09.2024
Chair of AB:	Alex Cross
Date:	September 2024



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