

The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

Commissioned by



Department
for Education

Created by



Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£0
Total amount allocated for 2021/22	£19,285.00
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19,040.00
Total amount of funding for 2022/23 to be reported on by 31st July 2023	£19,040.00

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. Please see note above</p>	<p>75%</p> <p>53% of the children who did not reach the expected standard did not start at The Colleton in Foundation Stage and therefore may not have benefited from weekly swimming lessons in the same way the children who joined the school in Foundation did.</p>

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	40% of the children who did not reach the expected standard had an additional need.
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	75%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	75%
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:		
Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:	
			32%	
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:
<ul style="list-style-type: none"> for staff to be qualified and confident to teach swimming, including water safety for staff to have the resources, skills and knowledge to teach all areas of PE confidently to provide a good quality progressive PE curriculum to all children. 	<ul style="list-style-type: none"> water rescue course for those teaching swimming advice sought from a swimming teacher resources gathered for a scheme of learning to support water safety both for skills in the water and knowledge taught in class PE curriculum leader to support and guide staff PE planned across the school to support with progression and 	£6217	<ul style="list-style-type: none"> training for swimming allows school staff to teach and lead swimming lessons. Children are able to swim every year at school children have a good knowledge of how to keep safe in and near water and able to articulate this children are taught by familiar adults ensuring continuity of school behaviour expectations 	<ul style="list-style-type: none"> further develop staff confidence and skill at teaching all areas of PE - carry out a curriculum audit of training needs some staff will need water rescues certificate updated continue to purchase PE equipment to broaden experience of different sports

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	<ul style="list-style-type: none"> development of key skills and knowledge • some PE taught by sports coach as part of curriculum • new resources and equipment purchased to replace but also to provide for new and different sports • PE leader attended regular CPD and curriculum leader network meetings • PE lead took part in a curriculum review to analyse best practice and fed back to staff • HLTA attended dance training • staff meeting for training to use the new scheme 		<ul style="list-style-type: none"> • children all receive high quality teaching of PE • practice reviewed and progression of skills further developed across all areas of PE • new PE scheme bought • review of PE curriculum vision and golden threads that link skills and knowledge • sports and skills covered through curriculum PE were reviewed to consider both breadth and depth 	<ul style="list-style-type: none"> • consider additional swimming in Year 4 and 5 for children who may not meet the Year 6 swimming requirements
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<p>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</p>	Percentage of total allocation:
	24%

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:

<ul style="list-style-type: none"> to provide all children with high quality PE and sport provision in line with the National Curriculum and the Early Years Foundation Stage Statutory Framework. for children to adopt many different roles such as a performer, coach, umpire and leader during lessons to explore many different outdoor activities for children to have access to good quality equipment and resources in their PE lessons to encourage children to be active during the break and lunchtimes continue to provide a range of extra-curricular clubs before and after school encourage families to include physical activity within their day 	<ul style="list-style-type: none"> children take part in 2 PE lessons a week lessons are planned to ensure consistency, progression and challenge for all children take part in a daily walk or run maintenance of pitches and field markings provide a range of outdoor equipment for the children to use and break and lunch times new lunch time staff trained provide a range of equipment to support children in Foundation Stage e.g. bikes, scooters promote weeks such as walk to school Year 6 children to support FS, Year 1 and 2 during lunch time and join into encourage games and physical activities opportunities for movement during Forest School sessions 	<p>£4565</p>	<ul style="list-style-type: none"> children enjoy and participate in a range of sports through PE lessons children build on previously learnt skills as they progress through school children develop lifelong skills and enjoyment for activities such as running or swimming physical activity is embedded in all learning activities and experiences through the day children are more active through the day and also develop skills such as social interaction, turn taking and negotiation Year 6 children develop leadership skills Younger children are more active throughout the day 	<ul style="list-style-type: none"> continue to ensure children are taught through a progressive sequence that allows skills to improve and develop over time TA training for support with recording assessment on line and evidence in floor book. ensure active movement continues to be encouraged during the day including during learning time whenever possible consider further training for Year 5 and 6 children to support games and activities especially in FS and KS1 during lunch times
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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: 9%
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?
<ul style="list-style-type: none"> to develop children in roles such as sport leaders to embed activity, exercise and sport through the day for children to remain alert and ready to learn through the day to ensure the benefits of sport and physical activity to mental well-being are taught to all year groups children develop physical skills to support all areas of their learning to use a variety of media platforms to share & celebrate sporting achievements 	<ul style="list-style-type: none"> children in Year 5 and 6 will support children in FS, Year 1 and 2 during Sports Day and Swimming gala offer a range of sports through the PE curriculum children to take part in a daily run or brisk walk opportunities for movement through Forest Schools and Gardening Club activities included through the day that enable children to have a 'brain break' or participate in a sensory circuit. resources purchased for the daily sensory 	£1659	<ul style="list-style-type: none"> children in Years 5 and 6 develop confidence to support and coach younger children as well as encourage active participation of events some Year 5 and 6 children also support Sports Day at the pre-school all children have Forest School as least fortnightly as part of the curriculum provision up to 40 children attend gardening club. This is supported by members of the community
			Sustainability and suggested next steps: <ul style="list-style-type: none"> Consider other opportunities through the year for Sport Leaders to help with activities ensure active movement continues to be encouraged during the day consider dedicated half termly sports assembly to reflect of all aspect of PE and sport the children have participated in

	<p>circuit and individual sensory diets.</p> <ul style="list-style-type: none"> • new sensory pathway purchased • structured orienteering unit included as part of outdoor learning for all year groups • Foundation Stage children took part in a physical development intervention led by the sports coach to improve balance, coordination and skills to support progress towards their ELG in physical development • some children in Years 3-6 attended an intervention led by the sports coach to work on core skills and strength to further develop their physical skills and progress in PE • repair of PE equipment • sport and achievements of the children are celebrated in assemblies, through newsletters, on a sports display and via social media 		<ul style="list-style-type: none"> • by encouraging regular opportunities to move, children maintain focus and concentration as well as self-regulation through the day • children continue to develop social interaction and communication skills through PE and sport • movement breaks and included through the day for all children • children are able to recognize and celebrate their own achievements as well as those of others • children reinforce the school values through sport and participation 	
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	<ul style="list-style-type: none"> assemblies include stories of inspirational athletes to demonstrate examples of the school values 			
Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils				Percentage of total allocation: 18%
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:
<ul style="list-style-type: none"> wide range of sporting clubs are on offer for children through the school that are run by the PE HLTA, teachers and external providers children have opportunities to take part in competitions between other schools, including non-competitive events 	<ul style="list-style-type: none"> clubs offered this year included tag rugby, athletics, football, running, multi-sports, judo, fencing, dance affiliation fees paid for football leagues, cross country and athletics Year 4 and 5 children had the opportunity to experience a non-competitive triathlon event 	£5491	<ul style="list-style-type: none"> a greater number of children are accessing sports clubs children have further opportunities to develop social skills such as turn taking and learning to win and lose. extra-curricular clubs are available for children from Year 1 	<ul style="list-style-type: none"> continue to run a range of clubs and explore other options research different clubs or sports that could be added to the offer for extra-curricular activities or as experience opportunities Further review of PE curriculum to look at new sports

	<ul style="list-style-type: none"> school enters competitions offered through the schools handbook 			<p>that can be included</p> <ul style="list-style-type: none"> Consider additional swimming for children with additional needs or those who lack water confidence in Years 3 and 4.
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Key indicator 5: Increased participation in competitive sport	Percentage of total allocation:
	16%

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?
<ul style="list-style-type: none"> for all children to experience competition within the school children in Years 3-6 have the opportunity to compete against other schools through friendly 	<ul style="list-style-type: none"> Sports Day for FS and KS1 run together that use skills practiced and developed through the year with opportunities to win 	£3108	<ul style="list-style-type: none"> All children participated in Sports Day and Swimming Gala within school. Children experience competition in a safe environment
			<p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> continue to promote external events in the community that are open to children to increase

<p>and league competitions.</p>	<ul style="list-style-type: none"> • KS2 have a separate Sports Day building on skills learnt as well as competing in more traditional athletics events such as long jump and track races. • all children compete in the school's annual swimming gala with events tailored to their swimming ability that progress and include swimming strokes and the distance swam. • friendly and league events were organised between local, district and county level schools and competitions. • Year 3-6 were offered the chance to take part in the cross-county league • some children from Years 3-6 were selected as part of the school District Sports Team • children took part in football and rugby matches and tournaments 		<ul style="list-style-type: none"> • friendly non-league matches were arranged against local schools 	<p>participation in competitive sport</p> <ul style="list-style-type: none"> • celebrate children's sport and PE successes through assemblies • continue to take part in school competitions and tournaments with other schools in the district. • To provide internal competitions and competitive matches in PE to allow all children to experience competitive play.
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	<ul style="list-style-type: none"> • sport participation is celebrated through school assembly, newsletter, displays and on social media 			
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Signed off by	
Head Teacher:	Michelle Law
Date:	21 st July 2023
Subject Leader:	Viola Alberti
Date:	21 st July 2023
Governor:	Lucy Hill
Date:	21 st July 2023