

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. **All funding must be spent by 31st July 2023.**

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 2022/23	£0
Total amount allocated for 2022/23	£19840
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2023/24	£19840
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	

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 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.</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 2022.</p> <p>Please see note above</p>	%
<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>	%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	%
<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: 2022/23	Total fund allocated:	Date Updated:		
<p>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</p>			Percentage of total allocation: 54.8%	
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:
Participation in the daily Ferndale run – 15 minutes of additional physical activity per day over a 500m distance. Increased fitness/health - pupils more active in PE lessons leading to improved PE standards. Attitude to learning improved through better concentration leading to increased results in class.	Ensure teachers are aware of available routes around the school. Children to set personal goals to measure improvement.	£0	Enhanced personal goals for children by boosting fitness, fostering better health and increasing concentration levels in school. Promoting team work and mutual support among peers.	This has been introduced across the school. Classes need to log when they do their Ferndale Mile and how many laps they do. Next steps will be to track each individual child and for them to set individual targets for themselves.
Participation in active burst activities in class each day using Go Noodle/Dough Disco/Cosmic Yoga/Scribble while you wiggle. Attitude to learning improved through better concentration. Improved results in class – Go Noodle activities linked to subjects.	Roll out of 'Go Noodle' logins to all class teachers.	£0	'Go noodle' firmly embedded in most classes (more KS1). or used instead of Ferndale Mile if it isn't possible to complete. Enhanced concentration leads to a better attitude towards learning. Improved classroom performance is associated with Go Noodle activities that are integrated with academic subjects.	Using SurveyMonkey audit the in-class PE resources used and how often to help decide which platforms to continue using. Refresher training for teachers. Teachers to identify a range of different active burst activities to use in class. Broaden range of active burst activities available.
Swimming for y6/KS2 pupils-catch up from Covid-19 (Continue to focus on year 6 swimming next academic year). – 10-week intervention	All y6 pupils to take part in swimming sessions to develop water confidence and stroke technique. To encourage achievement of national curriculum of all children can swim 25m by the end of	£3600	All children can meet the national curriculum requirements by the end of Year 6 by becoming confident in the water and swimming 25 meters.	Children should maintain water confidence throughout their lives and continue to develop their water skills as they progress through education

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Lunchtime clubs with internal sports coach	primary. All children to participate in a structured half an hour lunch time club once a week to develop team work skills and promote a healthy, active lifestyle. This should work towards 2 hours of PE a week, including 1hour PE, ½ hour lunch club and 2 lots of 15 minutes Ferndale mile.	£3121.82	A broad range of playground activities are incorporated during playtimes, leading to more students participating in organized play activities. Throughout the school day, children are involved in diverse selection of sports activities.	and into adulthood. Any children who didn't get to partake or didn't reach the requirements will have the opportunity to participate again. Use pupil voice to see what they thought of the club choices this year.
After School Clubs with internal sports coach	Ferndale school after school clubs provide children with opportunities to explore their interests and develop new skills. Furthermore, it will help provide children with the necessary social and emotional skills, such as developing their overall wellbeing and confidence.	£4162.43	After-school sports provide opportunities for children to try new sports, make friends, develop teamwork skills, and learn to cooperate and communicate effectively with others.	Will use to pupil voice to see what they thought of the club choices this year and see if there were any others they would like.
Provide a broad range of high-quality PE lessons across the school using a qualified coach. Ensure equipment is safe and adequate for purpose, including a new shed for storage of equipment (new Balance Ability bikes)	Integrated coach into school environment. Lesson observations to check teaching standards. Coach to attend any training to support development. Termly equipment checks to ensure enough suitable equipment – order new replacements if necessary. Review new sports to check what is needed. Identify place for new PE storage shed.	£0	The diverse PE curriculum has kept students engaged and excited about physical activity and has enabled them to foster a lifelong positive attitude towards exercise.	We will continue to review and expand our PE curriculum. Ensuring that we provide the children with new and exciting opportunities.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 0 %
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>Celebrate sporting achievement during weekly celebration assembly to encourage pupils to do their best in PE sessions and during matches. Repromoted the house system and embedded this through all elements of school e.g. dojos. All staff have a house.</p>	<p>Celebration of school sporting achievements – match results. Children can bring in trophies and sporting achievements to share in assembly to promote competitive achievements.</p>	<p>£0</p>	<p>Enhanced pupils focus in PE lessons and has boosted participation in school teams. Pupils have fostered pride through representing the school in the community – e.g. football, Blue Kite Games etc.</p>	<p>Children feel proud to have taken part in competitive sport or extra-curricular activities. To introduce a class trophy for great sportsmanship/sporting behaviors next year.</p>
<p>Celebrate house sporting achievements to encourage participation and competition.</p>	<p>Reward house achievements with the house trophy.</p>	<p>£0</p>	<p>Increased engagement as it motivates the children to actively participate in house competitions, as well as increased self-esteems by acknowledging pupils' efforts and successes.</p>	<p>To continue next year.</p>
<p>Celebrate pupil's achievements – focusing on PE attitudes and performance.</p>	<p>A certificate rewarded weekly to the pupil which has demonstrated great PE attitudes to encourage great sportsman ship and participation.</p>	<p>£0</p>	<p>Show cases progress and achievements of children. Encourages sportsmanship and engagement in PE.</p>	<p>To introduce a class trophy for great sportsmanship/sporting behaviors next year.</p>
<p>A dedicated PE display board to celebrate all sporting achievements including displaying sports awards in celebration assemblies. Raise the profile of PE in the school. Build sense of pride amongst pupils. Re introduce the school housing system to encourage teamwork and competitive attributes, all staff are part of a house and the houses are used in all areas of school.</p>	<p>Located display board in prominent position for all pupil to view. Weekly PE star of the week based on good sportsman ship and progress. Promotion of sporting achievements. Houses display in the hall.</p>	<p>£0</p>	<p>Weekly updates are made to the display to showcase the progress and achievements of pupils. teams and the chosen PE star of the week. It also provided pupil voice on various PE experiences. There is an increased understanding, involvement and engagement in school PE activities. All children take part in the whole school sports day, earning points for the houses and fostering teamwork skills.</p>	<p>Foster sense of pride and competitiveness in personal achievements to cultivate a passion for sports. Celebrate individual and team performances.</p>
<p>Encourage discussion of sporting events going on in the UK and around the world – Women's Euros, Wimbledon, Commonwealth Games, World Cup, etc. Arrange a sports assembly.</p>	<p>Discussions in class as well as in PE lessons. What makes athletes successful?</p>	<p>£0</p>	<p>Increased awareness, knowledge and interest in sports.</p>	<p>Rolling program of high-profile events to be displayed on the PE display and to be mentioned during assemblies.</p>

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:
To provide CPD opportunities for members of staff to increase levels of confidence and subject knowledge	<p>All teachers/TAs to attend a term of dance sessions with their class to develop their understanding.</p> <p>Year 3&4 teachers/TAs attended term of cricket coaching.</p> <p>Chance to Shine cricket CPD access to lesson planning and videos.</p> <p>Upskill our sports coach to ensure our school PE vision is met – such as making sure children can ride a bike and delivering adventurous activities. Bikeability CPD and new bikes.</p>	<p>£0</p> <p>£0</p> <p>£0</p> <p>£1634 (Was £2634, but PTA donated £1000)</p> <ul style="list-style-type: none"> - £1315 = 10 balance bikes - £695 = 5 balance bikes - £159 bikes - £200 helmets - £265 = Training x1 person 	Involvement of teachers, teaching assistants and PE coaches in professionally led sessions enhanced understanding and boosts confidence and enthusiasm. The PE coach has gained improved subject knowledge, enabling a boarder range of sports to be taught to pupils with greater confidence and understanding.	Continue to invest in CDP fro our coach and teachers in a range of sporting activities to encourage participating and engagement.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				44.8%

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>Involvement of external agencies to offer wider range of physical opportunities related to sport and real-life experiences, e.g., Chance to Shine cricket, dance workshops, skipping workshops, scooter workshops, circus day activities</p> <p>Increased exercise and standards within the school. Attitude to learning improved through better concentration leading to improved results in class and improved health and fitness.</p> <p>Pupil voice sessions. Drive engagement and encourage participation in PE. What clubs would they like to have? What events would they like to participate in?</p>	<p>Arrange additional PE sessions with external agencies to widen and enhance opportunities outside of regular PE to build interest and enthusiasm amongst pupils. Introduce a range of new sporting opportunities to ensure an inclusive and engaging environment when learning new skills with peers. All children are learning a variety of skills to support in other team games e.g. skipping improves balance, co-ordination and agility.</p> <p>Informal discussion sessions across the year groups. Ferndale Mile.</p> <p>Informal discussion sessions across the year groups.</p>	<p>Inflatable football - £0</p> <p>Skipping - £650</p> <p>Cricket - £0</p> <p>Scooter/skateboard ing - £360 + VAT</p> <p>Dance - £0</p> <p>£0</p> <p>£0</p>	<p>Enhanced the skill set and knowledge of various sports for all participating pupils. Offers a preview of sports activities available beyond the school environment. The entire school acquire skills in using skateboards or scooter, and skipping techniques with lessons tailored and advanced to match different year groups and abilities.</p> <p>Children have a better understanding of the importance of exercise and improved fitness due to participation in the Ferndale Mile.</p> <p>Children have the opportunity to express their enjoyment of PE, which is display of the PE board and discuss what activities they would like to see more often. Additionally, they can engage in conversations about how skills progress across different sports and year groups.</p>	<p>Continue to invest in external agencies to provide our children with a broad range of sporting activities and experiences.</p> <p>Continue these discussions and continue to promote the importance of exercise in classroom and through our display.</p> <p>Continue to check in with pupils throughout the year to help drive and increase engagement in PE/exercise inside and outside of PE.</p>

Employ the skills of a qualified dance teacher across the school to deliver topic specific dance sessions.	Organised qualified coach through Swindon Dance and arranged timetable for whole school to participate in topic specific dance sessions for at least one term per year.	£738 Term 1 & 2 £784 Term 3&4 £738 Term 5&6	All children participated in a term of thematic dance, utilizing a variety of skills and collaborating with their peers in a fun and engaging setting.	Continue our involvement with Swindon Dance to provide our children with a term of thematic dance in a fun and engaging setting.
Sports Day - races and team games. Children to work in house teams to take part in a range of traditional sports day races.	Promote competitive aspect and team work. Parents to watch and support children in competitive environment. Stickers and medals to be provided for participation.	£0	All children participated in sports day races working on team work and sporting skills in a competitive environment.	All children to continue taking part in a fun, competitive environment. Every child to complete every race to win points for their house.
Blue Kite Games – an inter school tournament.	Promote competitive aspect and team work. Parents to watch and support children in competitive environment. Stickers and medals to be provided for participation.	£0 – we will walk to the county ground	Greater Depth children were given the chance to participate in a competitive competition where they were able to represent their school. They were able to show case their skills and abilities against other school.	Continue providing Greater Depth children the opportunities to push and challenge themselves in a fun, competitive environment.
Sports equipment orders to ensure we can provide children with a range of new and exciting activities.	Purchasing of further equipment to support a wide range of activities and sports within school. New equipment for PE lessons and playtime.	£548 Cones Nurf balls Jumping sacks ball	Children are offered a variety of activities during playtime to encourage and promote physical activity and a healthy mindset, preparing children to return to class reinvigorated, A broad selection of sports activities is provided during lessons and playtimes, leading to a higher number of pupils participating in organizing play activities.	Children to use skills learnt from workshops and take part in fun games with/without adult involvement. All children to play in a fun, safe environment.
Fencing equipment	This provides children with exciting new opportunities and to build on any previous knowledge they may have learnt from outdoor and adventurous activity	£900	Children had the opportunity to experience a new activity and new skills within school, which they will be able to build on next year.	Continue to building on these new skills with the children next year.

Bike ability	trips. To provide children with the necessary foundations to ride a bike and ride it safely.	£0	It has provided the children with the necessary road safety skills and confidence to ride on the road, as well as promoted great physical health.	To provide Bikeability and Balance ability to more year groups to support more children with riding their bikes safely.
Cycle pod	To encourage children to cycle to school.	£2298	Provided children with a safe space for them to park their bikes and has encourage more children to ride to school.	Promote healthy ways of commuting to school.
Postage for all resources		£70		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0.2%
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:
Ferndale Sports Day – all pupils to participate to encourage competitiveness and team skills in sports and fitness.	Organise race schedule and team games. Collect and collate results. Improve teamwork skills when earning points for house.	£38.97 stickers and medals	Pupils will spend the day engaging in competitive physical activities in a fun and exciting manner through intra-school competitions.	Children will continue to work together to earn points for their houses. Every child will participate in each race, promoting a fun and engaging environment within competitive sports.
Continue to use the school ‘house’ system for sports days and intra-school sporting events and matches to drive competitiveness and enthusiasm.	Whole school reminder on houses at the beginning of the year. Focus on working with children of all ages and abilities across the school whilst earning points for their houses.	£0	This fosters a competitive environment and encourages children to team up with peers from different year groups and classes, enhancing their sense of community and providing experience in collaborating with children they might not normally interact with.	Build an established system that can be applied to all areas of school sports and the broader school community.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Macy O'Brien
Date:	16/06/24
Governor:	
Date:	