

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](#).



Sports Funding Report 2022-2023 – Dodford First School

Key Indicators (KI)

Key indicator 1: 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

Key Indicator 2: The profile of PESSPA being raised across school

Key Indicator 3: Increased confidence, knowledge and skills of staff in teaching PE and Sport

Key Indicator 4: Broader experience of a range of sports and activities offered to pupils

Key Indicator 5: Increased participation in competitive sports

Aims for 2023:

- **To increase the engagement of all pupils in regular physical activity**
- **To develop the outdoor classroom**
- **To increase the confidence and knowledge of staff in teaching PE and sport**
- **To inspire children to lead healthier lifestyles/ promote positive mental health**

Academic Year: 2022/23	Carried over:£452 Total fund allocated:16,580 + £452 (carry over) = £17032 Total sports grant: £16,886(2022-2023 – plus carry over) Total carried over: £146	Date Updated: July 2023
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Key indicator 1: 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

Intent	Implementation	Impact	Next step?
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?:
Access to local competitions and festivals to increase pupil participation	Service Level agreement with All Active Academy School has access to sports events , training, access to sports coaches, half termly co-ordinator meeting, support and advice for sports funding, training for play leaders, Sports Crew and Wellbeing training Fund coaches to events	£504	Children have access to a range of events / sports opportunities they might not have through school Links with PE leads in feeder school (Parkside). Opportunities to organize transition events for Year 4 ALL year groups participated in activities including EYFS
			Analyse activities which were successful through Pupil Voice Discuss with staff which events supported curriculum

<p>Enable all pupil to participate in a broader range of activities outside of school hours(through clubs)</p>	<p>Target less active/ reluctant children – regarding clubs they wish to attend Subsidise football club Fund clubs such as multi skills for all children Clubs included; dance (across all school), football, multi-skills</p>	<p>£700</p>	<p>Less able and those who cannot afford clubs are provided with the opportunity to be active. Analysis of registers of clubs evidence more children accessing clubs outside of curriculum hours.</p>	<p>Children gain love of being active</p>
<p>To promote active outdoor play for EYFS and KS1</p>	<p>Promote active maths and active English through the installment of new lines on the two smaller playgrounds. Lines enable Year 1 and Year R children to get outside and complete core subject activities in a more active way! Consultation with EYFS and KS1 teacher</p>	<p>£5299</p>	<p>Children now enjoy maths and English activities actively (observed by lead). Children’s pupil voice obtained SEND children and those who need concrete apparatus complete maths and English activities in more active way</p>	<p>Lines will enable children in years to come to access ,maths and English in active way in curriculum . Promoting continuous provision for reception and KS1</p>
<p>To promote Sports Leadership roles in school</p> <p>Thus leading to ...</p> <p>Active playtimes</p>	<p>Play leader training with Year 3/4 with sports coach from AAA. Children cascade skills across school to ensure that playtimes are active and well managed Sports Crew chosen by children Sports Crew lead in School Games Week Sports Crew lead in daily level zero personal challenge activities Sports Crew meetings on weekly basis working with lead. Leadership roles promoted in PE lessons – emphasis upon AAA values.</p> <p>Re-organise the playtimes to ensure that children use the playground lines and provide the resources to be able to play games . Ensure that</p>	<p>Funded by AAA</p> <p>£400</p>	<p>Children take on roles and responsibilities. AAA values and school values promoted. Personal growth of children – ready for transition to Year 5. Promotion of sports in school, sport is important. Evidence backed by pupil voice questionnaires.</p> <p>Less incidences of poor playground behaviour (monitored by SLT and Lead). Play times is organized and</p>	<p>Lead to continue to monitor usage . Lead to organize further training from September for new Sports Crew.</p> <p>Lead to continue to monitor and re-shape playtime routines as direct result of monitoring. Children’s pupil voice</p>

	children support each other (Sports Crew lead) Talk to Jon about Play leader training : 1) Teach sports crew 2) Sports crew teach children in school – games without equipment and games with equipment		structured Less incidences of curriculum time taken up with the sorting of arguments	
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Intent	Implementation	Impact	Next Step?	
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:
Raise profile of PE in school.	School Games Day celebrates PE , school values, importance of good health and wellbeing, link with parents. School Games Day – morning – games in groups Opening of Games – dance routines by each class Games Afternoon – carousel of activities – Bhangra Dancing, Paralympic style activities and Circuit training	£270 – games coach £250 – dance teacher(Bhangra)	Discussion with parents Pupil voice discussions with children identify importance of PE, enjoyment. Discussion of effectiveness of activities indicate children’s enjoyment of sports.	Pupil voice in September to discuss School Games Week 2024
Training staff in the supporting of children in their mental well being	NE to complete SMHL – funded Action Plan created and fed into SDP for Autumn Term	Government funded	Impact to be assessed in Autumn/Spring 2023	Review of SDP and Action Plan – in discussion with staff . Actions monitored .

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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Intent	Implementation		Impact	Next Steps?
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:
Effective PE curriculum leading to High Quality PE	<p>Games, Dance and Yoga coaches providing high quality PE. Staff work alongside coaches to upskill</p> <p>Promote staff confidence when teaching PE and sport (through team teaching where possible) Purchase Complete PE scheme to enable staff to have confidence in delivering all aspects of the curriculum</p> <p>Design new curriculum with mixed age planning in mind. Following staff questionnaires , areas of development were identified .</p>	<p>Total - £6460</p> <p>(yoga, dance and games)</p> <p>£350 (new curriculum)</p>	<p>Pupil questionnaire evidences skills children have gained and knowledge of skills</p> <p>Staff feel confident teaching PE- staff questionnaire . Curriculum enables teachers to teach lessons with</p> <p>New curriculum with commence from September 2023. Impact to be measured at Autumn end.</p>	<p>Investigate training opportunities in next academic year through Complete PE</p> <p>Complete staff questionnaire in Autumn (end) to analyse staff confidence after having taught for one term.</p> <p>Discussion with staff in CPD Consider training through Complete PE</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Intent	Implementation		Impact	Next steps?
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:
Ensure a broader range of activities above what school can offer	<p>Service Level agreement with All Active Academy</p> <p>School has access to sports events , training, access to sports coaches, half termly coordinator meetings, support and advice for sports funding, training for play leaders, Sports Crew and Wellbeing training</p> <p>Fund coaches to events</p> <p>Sports coaches such as YOGA</p> <p>Access to Paralympic activities through Games Coach.</p> <p>Street Dance Coach event</p> <p>African Dance coach</p> <p>Bhangra Dance coach</p> <p>Bell-boating (practice and Regatta Race Day).</p>	<p>See above</p> <p>See above - £2000</p> <p>See above</p> <p>£150</p> <p>£150</p> <p>£250</p> <p>£135</p>	<p>Children have access to a range of events / sports opportunities they might not have through school</p> <p>Links with PE leads in feeder school (Parkside).</p> <p>Opportunities to organize transition events for Year 4</p> <p>ALL year groups participated in activities including EYFS</p> <p>Impact upon mental health and wellbeing (see pupil voice)</p> <p>British Values -</p> <p>Cultural Diversity</p> <p>Tolerance and Respect for different cultures.</p>	<p>Analyse activities which were successful through Pupil Voice</p> <p>Discuss with staff which events supported curriculum.</p> <p>Identify the links for next year between curriculum and PE</p>

To promote good mental health and the links to good physical health	<p>Provide a qualified Yoga teacher for ALL children on yearly basis</p> <p>To subsidise coach travel to Malvern residential (Year 4) to enable children to take part in activities for 3 days.</p>	<p>£600</p> <p>£2000</p>	<p>Children using techniques taught when facing more challenging aspects of the curriculum.</p> <p>Children were challenged outside of their comfort zone. Clear aims and objectives met during stay, notably:</p> <ul style="list-style-type: none"> Resilience and perseverance Challenge Independence Teamwork / collaboration <p>Linked to school vales and AAA values.</p> <p>Discussions with children post</p>	<p>Plan in Yoga teacher</p> <p>NE to complete Relax Kids training (self funded) to enable curriculum PE (mindfulness and meditation to be effective). Monitor impact upon children Autumn end 2023</p>

			visit to evidence impact.	
Promote safety whilst exercising outside of school	Year 4 children undertake Bikeability training . Children will learn basic bike maintenance and skills of riding to enable them to be more confident and ride safely on the roads when outside of school hours	£65	Impact difficult to measure as this is not monitored by school	Ensure next year is booked into calendar.

Key indicator 5: Increased participation in competitive sport

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:
ALL year groups take an active part in inter sports competitions	<p>Children took part in a range of activities across ALL year groups.</p> <p>Multi – skills festival – KS1 Gymnastics Festival – KS1 Hockey Festival – KS2 Hockey County – Year3/4 Olympic Afternoon – Year 4 Cricket Festival – KS1 Bell-boating Practice- Year 4 Bell-boating Regatta at Worcester University – Year 4 Residential trip to Malvern – Year 4</p> <p>Coaching costs and costs of entry for bell-boating</p>	£2100 (coach costs)	<p>Pupil voice Confidence raised in working competitively. School values high profile. Teamwork / collaboration Independence Respect</p>	Access calendar of events from AAA SSCO . Discuss with staff which events to participate in and impact upon cohorts .
Purchasing of PE equipment and resources	Purchasing of equipment to enable the playground lines to be used effectively	£100	<p>Direct impact upon behaviour of children on the playground. Less incidences of poor behaviour. Children actively engaged. Monitored by staff responses</p>	<p>Training to be given again to ensure that playground is used effectively in Autumn 2023. Sports Crew and Playleader training through AAA.</p>

Signed off by	
Head Teacher:	Mrs Lisa Parkes
Date:	September 2023
Subject Leader:	N Eggleton
Date:	July 2023
Governor:	
Date:	