

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.

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| Total amount carried over from 2021/22 | £0 |
| Total amount allocated for 2021/22 | £10,800 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £0 |
| Total amount allocated for 2022/23 | £19,326 |
| Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023. | £19,326 |

Swimming Data

Please report on your Swimming Data below.

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| <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 meters?</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>3% (2 pupils out of 62)</p> <p>Due to unforeseen circumstances at the leisure center, pupils were only able to attend swimming in lesson in the autumn and spring term. The swimming pool was not deemed safe for pupils to attend during the summer term and no other venue was available to attend. There were no other swimming facilities available in Sandwell for our pupils to access</p> |

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| | <p>swimming lessons during the summer term.</p> <p>Please note, many of our pupils have not accessed any swimming lessons outside of school, prior to Year 6. The first term focused intently on facilitated water safety and building confidence in the water.</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>10m Front Crawl = 13 pupils (out of 62) – 21%</p> <p>25m Stroke of Choice = 2 pupils (out of 62) – 3%</p> |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | <p>34 % (21 pupils out of 62)</p> <p>It must be noted that due to unforeseen circumstances, Reddal Hill Primary School was only able to attend swimming lessons until April (see note above)</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> | <p>All of Year 6 pupils have received weekly swimming sessions for two terms (autumn and spring).</p> <p>Under normal circumstances, we would provide weekly swimming lessons for the full academic year. However, this was not possible due to health and safety concerns related to the venue.</p> |

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: £19,326 | | Date Updated: 12/07/23 | |
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| 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 | | | | | Percentage of total allocation: |
| | | | | | 67% |
| 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: |
| Provide weekly swimming lessons to all pupils in Year 6. Lessons will continue for the full academic year. | ■ The year 6 cohort will take part in weekly swimming lessons at the local leisure centre. Pupils will then be assessed against the year 6 swimming standards at incremental stages within the year. | £6000 | | <ul style="list-style-type: none">• All pupils took part in weekly swimming lessons in autumn and spring term. (See swimming notes above as swimming lessons stopped in April– circumstances beyond the school’s control)• Assessments took place at incremental point; however, this has not provided a complete picture of swimming capability due to the restricted number of lessons.• Lessons have been inclusive and adapted to meet the needs of all pupils.• All pupils have developed an awareness of water safety and increased confidence in water. | 31% of sport funding allocation <ul style="list-style-type: none">• The usual swimming facilities have been closed for the foreseeable future. Hence, we have moved to an alternative venue for 2023-2024. As a result of additional transport costs and restricted pool access, we will provide swimming lessons to one class at a time, swapping half way through the year, i.e., 1.5 terms. All Year 6 pupils will be offered approx. 18 swimming lessons. |

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| | | | <ul style="list-style-type: none"> • All pupils have developed a positive attitude to health and wellbeing; with some pupils enjoying swimming and possibly having follow up swimming lessons. • Improved behaviour and attendance as pupils looked forward to swimming days. | |
| Provide high quality lunchtime provisions with the use of structured playground games and equipment. | <ul style="list-style-type: none"> ■ 'Playground leaders' will be identified and trained; to provide increased knowledge and understanding of suitable playground games and how to support pupils who do not have any peers to play with. ■ Playground leaders will be trained to identify and engage pupils in physical play. ■ Playground resources will be purchased and replaced on a regular basis to encourage physical activity and develop PE skill at lunchtime. | <p>£1,604</p> <p>(cost of bibs, printing onto bibs and playground resources)</p> | <ul style="list-style-type: none"> • Playground leaders have received training / information in the form of a guidance pack and an afterschool club. • Playground leaders have a developed understanding and knowledge of a wider range of non-resource-based games that can be offered to pupils at lunchtime. • Playground leaders are able to structure safe playground games. • Playground leaders are trained to identify and support pupils who are on their own. • Playground leaders are able to engage their peers in physical play. • Increased uptake in sports related games during break and lunch. • A range of equipment has been provided for the playground leaders to use, resources have been supplied at lunchtime to facilitate play and | <p>8% of sport funding allocation</p> <ul style="list-style-type: none"> • Evaluate the roles of the playground leaders. • Gather feedback from current playground leaders to inform future provision. • Adapt the programme, using pupil feedback, providing training and resources as per structure this academic year. |

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| | | | <ul style="list-style-type: none"> replenished on a regular basis. A structured platform has been established to provide pupils with physical activity stimulus at lunchtime. Increased positivity around sport and group/team games – beyond football. Improved behaviour in the playground as pupils have activities and support to structure games. | |
| Enhance pupil engagement in sporting activities. | <ul style="list-style-type: none"> PE lead will be allocated time to plan and organise sporting events. These will include: <ul style="list-style-type: none"> Whole school sports day will be planned and coordinated. Information will be disseminated to all staff. Parents will be invited. Whole school events linked to the World Cup. Whole school Sports for Champions Day (This will include a professional athlete) Additional inter-school sport competitions within the Sandwell community. Provide a range of sporting afterschool clubs – see key indicator 4. | <p>£2,000 (staff cover to enable PE lead to support pupils on visits.</p> <p>£502 – Sports kit and resources</p> | <ul style="list-style-type: none"> Improved school participation in inter sporting competitions – see below Below is a list of events that we have taken part in (All events and after-school activities have been open to all pupils regardless of ability): <ul style="list-style-type: none"> Year 3 and 4 Dance festival (18 pupils) Year 5 and 6 all girls football (10 pupils) Year 5 and 6 mixed football (10 pupils) Year 3 and 4 boys' football (10 pupils) Year 5 and 6 girls' cricket (10 pupils) Year 5 and 6 mixed cricket (10 pupils) | <p>13% of sport funding allocation</p> <ul style="list-style-type: none"> Plan for inter-school sporting activities, ensuring all pupils have equal access. Link with Sandwell Sport Lead to review future opportunities, with an emphasis on the younger year groups. Sport For Champions will be coordinated again next year. World sporting events will be celebrated accordingly. A dance after-school club will be offered next academic year to ensure that pupils have adequate support to partake in the dance festival. |

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| | | | <ul style="list-style-type: none"> ■ Year 6 Bikeability (23 pupils) ■ Year 5 and 6 Residential Plas Gwynant – including orienteering and OAA (39 pupils) ■ Year 3 and 4 Residential Frank Chapman – including orienteering and OAA (53 pupils). ● Imparted a sporting passion. ● Encouraged participation in after-school clubs. Encouraged participation through in- school sporting events/teams. ● Whole school sports day was in school, due to the usual venue having difficulties with toilet and changing facilities. All phases provided variation on the traditional sports day, adapting to meet the needs and age of the pupils. Parents were invited and engagement was positive. ● The World Cup was celebrated across the whole school through a range of sporting and discussion-based activities to develop an understanding of the focus and build cross curricular links. ● The Sport for Champion Day did not take place due to difficulty booking | |
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| | | | the chosen sporting athlete. | |
| Provide a classroom based physical activity when outdoor PE lessons are cancelled due to unforeseen weather conditions. | <ul style="list-style-type: none"> Subscribe to a physical activity app - Cyber coach | £185 | <ul style="list-style-type: none"> Opportunities for physical activity have been provided when outdoor PE lessons are cancelled due to poor weather conditions. | <p>1% of sport funding allocation</p> <ul style="list-style-type: none"> Subscription will be not be continued next academic year. Staff will re-schedule PE lessons, if weather if poor. |
| Assess and track pupil knowledge. | <ul style="list-style-type: none"> A baseline assessment will be completed in the autumn term. This will then be compared with an end of year assessment All pupils will partake in a whole class summative assessment, identifying prior knowledge at the start of a unit of work. This will then be revisited to review learning within the unit. | £0 | <ul style="list-style-type: none"> Baseline assessment has not been completed, as it did not provide a clear picture of progression/development. A pupil voice questionnaire has been collated and completed with a selection of pupils to gather PE thoughts and opinions. Teachers have completed the prior and end of unit learning reviews. This clearly shows learning within a unit of work and value added. | <p>0% of sport funding allocation</p> <ul style="list-style-type: none"> A new programme of study is being purchase, ready for September 2023 – 2024. This provides assessment opportunity which will be explored as staff become familiar with the scheme of work. As we continue to focus on engagement and enjoyment of sport, we will gather pupils voice at integral points within the academic year. |
| Monitor the implementation of the Physical Education curriculum across the school. | <ul style="list-style-type: none"> A TLR is given to Physical Education Co-ordinator to ensure that the coordination of the PE curriculum and sporting events are well structured and pupil engagement is maximized. A TLR is given to the PE lead to ensure that budgets and sport funding is used effectively. A TLR is given to the PE lead to ensure that the PE curriculum is well structured | £2667 (TLR responsibility award) | <ul style="list-style-type: none"> Sporting activities have been coordinated and pupil participation has been maximized. See target above. Sport funding has been used to provide high quality PE provision, within school and after school. The PE lead has been released from class, for 1 full day, to review the current PE curriculum and research | <p>14% of sport funding allocation</p> <ul style="list-style-type: none"> Subscribe to a new programme of work and support staff with the implementation of the new curriculum. Continue to plan and coordinate local sporting activities/competitions during |

| | <p>and is progressive.</p> <ul style="list-style-type: none"> ▪ A TLR is given to the PE lead to provide support to teachers, especially ECT's when needed. ▪ A TLR is given to the PE lead to develop the playground provision at lunchtime. | | <p>future programs of work.</p> <ul style="list-style-type: none"> • The PE lead has been released from class, for 1 full day, to initially plan the sport funding overview and then review the impact, completing the suggested documentation. • Termly curriculum reviews have taken place to reflect on the quality of the PE provision and the impact on learning. Termly targets are set and shared with teachers to ensure that the curriculum is progressive and equally challenging. • The AHT, responsible for Curriculum, has supported 2 x Year 3 teachers to deliver high quality gymnastic lessons. This enabled pupils to make good progress within lesson and also provided CPD for staff. • The PE lead has been provided training to Playground Leaders and monitored the provision throughout the year, providing additional training and resources in summer term. | <p>school time and after school.</p> <ul style="list-style-type: none"> • Continue to deliver training and support to the Playground Leaders. |
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| 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: |
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| Maintain the same standard and Physical provision, achieving the 'Platinum Award' with the Sainsbury's school games mark scheme. | <ul style="list-style-type: none"> Continue to plan and partake in a range of external sporting events. Pupils will provide feedback, in the form of a pupil voice, at the end of any external competition or event. All pupils will take part in a range of sporting activities, both during an inclusive and broad curriculum and at also at break and lunch times. All pupils will be given the opportunity to take part in extracurricular events after school hours on a weekly basis. | See transport costs – indicator 4 | <ul style="list-style-type: none"> All pupils in KS2 have had equal access to a range of sporting competitions. We have attended more sporting competitions this academic year, resulting in increased school uptake in sport. – key indicator 1 for a breakdown of competitions. We have provided a wider range of afterschool sporting activities this academic year – see key indicator 4 below. With additional playground equipment, zones and playground leaders, pupils are now using the time effectively to play a wider range of sports, such as football, tennis, skipping, basketball etc. Pupil voice has been gathered to review each sporting event. 2 hours of quality Physical Education has been provided to all pupils on a weekly basis. See key indicator 1 for additional information towards the Platinum award. | <p>0% of sport funding allocation</p> <ul style="list-style-type: none"> Subscribe to a new programme of work and support staff with the implementation of the new curriculum. Continue to plan and coordinate local sporting activities/competitions during school time and after school. |

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| | | | <ul style="list-style-type: none"> All steps have been taken to achieve the Platinum award again this academic year. | |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
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| | | | | 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: |
| Ensure the quality of teaching and learning is effective and inclusive. | <ul style="list-style-type: none"> Complete a staff audit to identify staff expertise and areas for future support. See Key indicator 1 points: <ul style="list-style-type: none"> Monitor the implementation of the Physical Education curriculum across the school. Assess and track pupil knowledge. | Tennis - £900 Cricket – Free Active Adventurers - £720 | <ul style="list-style-type: none"> Staff have completed the audit of skills, which identifies an increased level of confidence when teaching games, but a requirement to develop knowledge and expertise in dance and gymnastics. PE lead and AHT, responsible for the curriculum, have researched various coaching opportunities and explored future gymnastic support. The PE lead has been released from class, for 1 full day, to review the current PE curriculum and research future programs of work. Termly curriculum reviews have taken place to reflect on the quality of the PE provision and the impact on learning. Termly targets are set and | 8% of sport funding allocation <ul style="list-style-type: none"> Subscribe to a new programme of work and support staff with the implementation of the new curriculum. A contract has been signed with a gymnastic coaching company. They will deliver high quality lesson, in curriculum time, whilst providing a CPD package. Teachers will work alongside the gymnastic coaches to observe and the team teach, completing a CPD tracker document to monitor progress and levels of confidence. This will commence September 2023. Continue to plan and coordinate |

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| | | | <p>shared with teachers to ensure that the curriculum is progressive and equally challenging.</p> <ul style="list-style-type: none"> The AHT, responsible for Curriculum, has supported 2 x Year 3 teachers to deliver high quality gymnastic lessons. This enabled pupils to make good progress within lesson and also provided CPD for staff. | <p>local sporting activities/competitions during school time and after school.</p> |
| Provide CPD opportunities for teachers. | <ul style="list-style-type: none"> Coordinate external agencies to deliver and share knowledge/expertise with pupils and also as a package of CPD for staff. This will be delivered within the PE curriculum provision. | See above | <ul style="list-style-type: none"> External agencies that have provided high quality lessons, as well as modelled / providing staff CPD are as follows: <ul style="list-style-type: none"> Tennis sessions with Years 1, 3 and 5. Cricket sessions with Years 2, 4, 5 and 6. Active adventurers with Reception. Key skills, relating to games have been explicitly taught to the pupils and teachers have gained valuable CPD to enable them to teach this independently in the future. Sport vocabulary and gaming rules have been taught and shared with teachers to develop pupil and staff understanding. | <p>0% of sport funding allocation (See costings above for sports coaches).</p> <ul style="list-style-type: none"> Subscribe to a new programme of work and support staff with the implementation of the new curriculum. A contract has been signed with a gymnastic coaching company. They will deliver high quality lesson, in curriculum time, whilst providing a CPD package. Teachers will work alongside the gymnastic coaches to observe and the team teach, completing a CPD tracker document to monitor progress and levels of confidence. This will commence September 2023. |


| | | | <ul style="list-style-type: none"> Teaching and learning, related to sport, has been of high quality and has been progressive across the school. Pupils have a greater understanding of a sport and as a result have gained an enthusiasm for the subject. See the intent statement above for further information related to coaches and CPD opportunity - Ensure the quality of teaching and learning is effective and inclusive. | |
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| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 25% |
| 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 pupil engagement in sporting activities through extracurricular activities. | <ul style="list-style-type: none"> Extra-curricular activities, after school clubs, will be provided internally by teachers. Teachers will be paid for the additional hours. Club focus will alternate, on a regular basis, to ensure that all year groups can access a variety of clubs. There | £2248 (staff allowance for after school clubs) | <ul style="list-style-type: none"> There has been a good uptake for the after-school clubs, showing an increasing passion for sport and physical activity. Positive health and well-being have been encouraged through the after-school club provision. | <p>12% of sport funding allocation</p> <ul style="list-style-type: none"> Extra curriculum after school clubs will continue to be offered by teachers next academic year. Teachers will be paid for the additional hours that they work, |

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| | will also be a range of clubs on offer. | | <ul style="list-style-type: none"> • Pupils have an improved attitude to Physical Education and regularly ask for clubs to be repeated. • Increased knowledge and understanding of a wide variety of sports and activities • The following clubs have been offered: <ul style="list-style-type: none"> ○ Track and field - Years 5 and 6 (18 Pupils) ○ Football - Years 5 and 6 (18 pupils) ○ Tennis - Years 1 and 2 (14 pupils) ○ Football - Year 4 (16 pupils) ○ Multi sports - Year 3 (10 pupils) ○ Multi sports - Year 2 (13 pupils) ○ Multi sports - Year 1 (9 pupils) ○ Team Sports - Years 1 and 2 (16 pupils) ○ Fine Motor skills - Reception (7 pupils) ○ Multi Sports - Reception (9 pupils) | <p>when providing extra-curricular activities.</p> <ul style="list-style-type: none"> • A new dance after-school club will be provided next academic year to help prepare the pupils for the dance festival. |
| Provide transport to external sporting events/competitions. | <ul style="list-style-type: none"> ■ Transport will be organised to enable pupils and staff to attend sporting | £2500 | <ul style="list-style-type: none"> • Transport has been provided for all | 13% of sport funding allocation |

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| | events. | | sporting events. This has enabled pupils to attend without any incurred charges and adult supervision to be maintained at all times. | <ul style="list-style-type: none"> Transport will continue to be provided next academic year to enable pupils and staff to attend sporting competitions. |
| Additional achievements: | | | | |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
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| | | | | 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: |
| Planned and coordinated Whole School Sports Day. | <ul style="list-style-type: none"> Whole school sports day will be planned and coordinated. Information will be disseminated to all staff. Parents will be invited. | £0 | <ul style="list-style-type: none"> Whole school sports day was in school, due to the usual venue having difficulties with toilet and changing facilities. All phases provided variation on the traditional sports day, adapting to meet the needs and age of the pupils. Parents were invited and engagement was positive. | 0% of sport funding allocation <ul style="list-style-type: none"> Sports day will be planned for Summer term 2 at the usual venue, using a sports field. |
| Increased participation in competitive sport. | <ul style="list-style-type: none"> Whole school sports day will be planned and coordinated. | See transport costs – indicator 4 | <ul style="list-style-type: none"> See Key Indicator 1 - Enhance pupil engagement in sporting activities. | 0% of sport funding allocation. (See costings above for sports coaches). |

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| | <p>Information will be disseminated to all staff.</p> <ul style="list-style-type: none"> See Key Indicator 1 - Enhance pupil engagement in sporting activities. Evidence of sporting events to be displayed on the school website – PE page. | | <ul style="list-style-type: none"> Sports page has been updated on a regular basis and showcases the sporting events that we have attended, in school events that have taken place alongside after school clubs. | <ul style="list-style-type: none"> Plan for inter-school sporting activities, ensuring all pupils have equal access. Link with Sandwell Sport Lead to review future opportunities, with an emphasis on the younger year groups. Sport For Champions will be coordinated again next year. World sporting events will be celebrated accordingly. A dance after school club will be offered next academic year to ensure that pupils have adequate support to partake in the dance festival. |
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| Signed off by | |
| Head Teacher: | <i>A Bashir</i> |
| Date: | 24.07.23 |
| Subject Leader: | J. Benningfield |
| Date: | 24.07.23 |
| Governor: |  28/07/23. |