

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 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 2021/22	£0
Total amount allocated for 2021/22	£19,291
How much (if any) do you intend to carry over from this total fund into 2022/23?	£8.000
Total amount allocated for 2022/23	£ 19.061
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 27.061

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. 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. 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	55/55 100%
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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	71%
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	55%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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?	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:13,500		Date Updated: 19.07.23	
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: 50%
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:
<ul style="list-style-type: none"> - All pupils have the opportunity to take part in physical activity on a regular basis to support their physical confidence and competency. - Develop an understanding of the importance of at least 30 minutes a day of exercise/physical activity - Anomoly screens to encourage physical exercise during break Purchase of an outdoor gym from Sunshine Gym.	<ul style="list-style-type: none"> - Children participate in up to two hour long PE sessions as part of the PE curriculum time table - Cohorts have access to extra-curricular sports clubs throughout the year Table Tennis and dance - Specialised, safe and most current equipment purchased to support the delivery of lessons and extra-curricular sessions. - Children have opportunities to participate in the ‘Dovecote Mile’ done daily by yr3, 4, 5 and 6. Additional equipment purchased to promote physical activities during	<ul style="list-style-type: none"> £ 13.500 £1000 to be spent on curriculum equipment £1000 to be spent on lunch time equipment £1000 to be spent on outdoor equipment Anomoly screens 	<ul style="list-style-type: none"> Children to receive a greater amount of and breadth of sports due to the allocation of up to two-hour long sessions. Taking part in the ‘Dovecote Mile’ developing resilience and determination. Teachers and PE Lead to audit equipment and assess the abundance of, diversity and safety of equipment. Children are able to articulate the benefits of daily activity (30 minutes) 	<ul style="list-style-type: none"> All pupils have the opportunity to take part in physical activity on a regular basis to support their physical confidence and competency To progress ‘Dovecote Mile’ to a competitive distance running event at school to support ‘be the best you can and growth mindset. 	

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	lunchtimes	£2,500 a year Outdoor gym £8000		
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
All pupils develop holistically – not only their physical capabilities but their cognitive, social and emotional awareness PE lessons planned to develop knowledge, skill and performance To provide opportunities for children to take part in physical activity on a regular basis to support their physical confidence and competency. Children participate in ‘Dovecote Mile’ PE Coordinator to attend NST PE Network meeting and to disseminate information when appropriate Dovecote to attend inclusion,	- Curriculum overview and planning referring to tactical awareness, strategies, teamwork, leadership and communication - PE lessons provide development of knowledge, skill, tactical awareness and competitive elements - KS2 children to being a ‘Dovecote Mile’ to initially be completed weekly and build towards children enjoying physical activity and feeling self-worth and self-motivated by seeing and feeling their progress. Competitive element to be added and developed Specialised, safe and most current equipment purchased to support the delivery of lessons and extra	£ See funding allocation above regarding equipment	Children are able to understand and explain how physical activity benefits them cognitively, socially and emotionally. Children’s motivation and self-motivation to improve alongside general fitness. All children to access and take part in competitive sport during PE lessons – further opportunities in extra curriculum opportunities. All children take part in intra school competition. PE coordinator and Teachers Coaches work collaboratively to use information provided during	Continuously reviewing and developing curriculum to promote holistic development and to enhance provision by providing new opportunities (Swimming in Yr 3 and 6 in 2021-22, Table Tennis and Dance booked for 22-23). Seek CPD opportunities provided from NST to develop the PE Curriculum. Identify Nottingham wide competitions/initiatives for class teachers/sports coaches to attend. Regular inter school competitions, participation and inclusion events.

participation and competitive events organised by Nottingham City Sports	curriculum sessions		<p>NST meetings to develop the PE curriculum and provision provided.</p> <p>New sporting opportunities provided to <u>all</u> children.</p> <p>Sporting events and success shared on Dovecote’s half termly newsletter and on our school website and Facebook site</p>	<p>All interschool events recognised in weekly ‘celebration assembly – further to website, newsletter and Facebook.</p> <p>Continue to talent spot and inspire others – inviting children to specific clubs and opportunities in the community</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 3%
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:
Teachers to receive continuous professional development to ensure that they feel competent and confident on delivering the PE curriculum in line with our whole school priorities.	CPD offered to teachers to support the daily delivery of the PE curriculum. Information then incorporated into the school curriculum and disseminated to staff.	£ allocation of £800 for CPD	A broader range of sports delivered in the long-term planning. CPD to support training in new sports to support curriculum and extra curriculum opportunities.	Regular reviews of the curriculum overview to ensure staff feel confident to deliver the curriculum with safe and effective equipment.
Sports coaches as ‘experts’ to provide CPD, continuous support and disseminate information to teaching staff – quality first PE provision for all	CPD sourced and attended based on each teachers’ needs.		Pupil voice to reflect a range in sports delivered.	
Confident staff who can deliver high quality PESSPA and PE lessons. Thus, teaching and learning is consistently	PE lead to attend annual East Midlands Physical Education Conference		Staff voice reflects the increased competence in teaching areas of the curriculum.	
	Close liaising and communication		AY to monitor provision and	

to a high standard. Staff who understand the importance and relevance of talent spotting	between sports coaches and teaching staff to ensure maximum potential of PE (sport and curriculum) delivery.		planning as subject leader. SLT to monitor overall provision and curriculum action plan.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
Additional achievements: To develop holistically – not only their physical capabilities but their cognitive, social and emotional awareness. To provide with opportunities to be expressive, inquisitive and creative within the PE curriculum. To have opportunity to develop transferable skills such as leadership, teamwork, decision making and resilience, supporting the development of life skills throughout	- NST PE Network Meeting All local authority (School Sports Nottingham) events attended – including participation, inclusion and competitive for all age/stages possible Two sports clubs an evening – ranging Year 1 – Year 6.	£	The long-term PE plan and the progression framework reflecting the range of experiences offered to children. Pupils can articulate why they take part in the ‘Dovecote Mile’ and how this is impacting on their fitness and mental health Pupils enjoy their PE lessons and look forward to sessions with the PE specialist. Pupils can name the sports activities they have taken part in	Long at evidencing and embedding opportunity for children to actively reflect on their holistic develop and have clear opportunities for social, communication and leadership development. To assess inclusive/SEN extra curriculum physical activity opportunities. Further develop extra curriculum opportunities –in 22-23 budget.

<p>a range of activities taught in the curriculum.</p> <p>Annual participation in competitive events for all pupils in KS2 – reception to Year 6 children to take part in Sports Days. A blend of competition and participation.</p> <p>All pupils are competent in demonstrating the skills needed in a range of sports – knowledge and skills developed through the curriculum with competitive elements. Further developed in extra curriculum clubs.</p> <p>All pupils take part in inter school sporting events such as Sports Day, Dodge ball, Rounders, tag Rugby</p> <p>To have opportunity to access extra curriculum activities and recreational activities.</p> <p>To have opportunity to access extra curriculum (including inclusive sporting events) and wider curriculum experiences for cohort/phases including trips and residential.</p>			<p>and what skills need to be demonstrated in these sports</p> <p>Pupil voice to reflect a range in sports delivered.</p> <p>All pupils understand the relationship between being active and a healthy body</p> <p>End of KS2 swimming data detailing those who can swim 25m unaided.</p>	<p>Continue to plan extra curriculum provision to provide opportunity for <u>all</u>.</p>
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<p>Key indicator 5: Increased participation in competitive sport</p>	<p>Percentage of total allocation:</p>
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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>To provide opportunity for all children to experience competitive sports through inter and intra competition.</p> <p>Pupils to have positive role models through sport coaches, teaching staff Ex-Olympic gymnast – Sam Oldham</p> <p>Pupils to develop positive attitudes to competitive sport and team participation – regular, safe competition.</p>	<p>Participation School Sports Nottingham and Nottingham.</p> <p>All PE units/half term cycles to finish with a competitive event - often competitive scenarios and games in each lesson.</p> <p>The 'Dovecote Mile' to promote challenge - to incorporate PBs and a yearly competition.</p>	<p>£ Participation Nottingham City Sports competition:</p>	<p>All pupils took part in a competitive year group sports day</p> <p>All pupils take part in a competition activity at least half termly in curriculum planning (KS2 weekly)</p> <p>Evidence of intra school sporting events on the school website.</p> <p>Enjoyment in the participation of these events evident on the school website and in pupil and staff voice surveys.</p>	<p>Review intra and inter school competitions – ensure competitive opportunities are provided regularly.</p> <p>Leader to continue inviting positive role models into school.</p> <p>Develop the work with professional/competitive sports clubs.</p> <p>Celebrate competition through assemblies, trophies and newsletter.</p> <p>An aim to increase intra school competition, consider how this can be maintained alongside current provision (final weeks of term when not sports clubs)</p>

Signed off by	
Head Teacher:	

Date:	
Subject Leader:	Andrew Yates
Date:	19.07.23
Governor:	
Date:	