

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](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£ 0
Total amount allocated for 2021/22	£ 17,106
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 0
Total amount allocated for 2022/23	£ 17,117
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 17,117

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 practiced 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.</p> <p>Please see note above</p>	86%
<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>	78%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	78%
<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

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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: £40,604.51		Date Updated: 25th July 2023	
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: 21.2%
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:
1. All pupils receive 2 hours taught PE each week	High quality PE delivered by teaching staff and Sports TA with assistance from Passmaster coaching. Good ratios achieved to ensure best outcomes. Timetabled sessions using all available spaces. Use of all-weather track as part of all classes PE warm up. Weekly practice of running 2k links to the local Junior Park Run.		£8607.69	Children acquire key skills in PE from an early age which enables them to take part in team games confidently, understand the purpose of exercise and sport, including healthy eating. All children enabled to do their best and find what works for them.	Continued work with Passmaster Coaching, further CPD training and mentoring of teaching assistants. Whole school to use PE curriculum package including dance to expand the knowledge and delivery of exercise across the school.
2. Pupil premium, send and less active children targeted to engage in physical activity.	Allocated TAs to work specifically with these groups with aims across the whole spectrum of school life to develop self-confidence of which healthy exercise plays an important part. Older children trained to deliver fun,			Inclusion a top priority at Longden and self-belief a key school games value that is at the heart of creating opportunities and finding ways for all to take part. All children come away with a positive experience of both PE	Increase numbers and invest in more equipment and human resources.

	active activities. Purchase of specific equipment for inclusion.		lessons, after school clubs and competitive sport.	
3. Enhance and develop break time opportunities for physical activity and games with the teaching assistants.	Large scale projects as well as attention to detail in playtime opportunities fosters active imaginative playtimes that are not overly prescriptive.		Fun and active playtimes, leadership opportunities and overall learning enhanced by being outdoors and active as a matter of course.	Continue to work with School Games crew to organise activities. In house CPD delivered by PE lead to TAs
4. Develop and increase use of outdoor educational opportunities in whole school.	Dedicated club to enhance the area, PPA time allocated to gardening in KS1. Training and resources for teachers to take learning outdoors. Parents involved in fundraising and awareness of our natural outdoor space as well as maintaining it. TLC days run at weekends each term for all parents. Forest School trained TA now delivering extra sessions to KS1 classes.		Ownership and sense of care for the natural environment and greater appreciation of the outdoors as a place to enjoy exercise. Looking after it is both good exercise and fosters the above values. Parental help encourages a holistic approach within the school.	Invest more in resources, parent volunteers. Forest school TA developing children's interest and involvement in the outdoors. OAA continue to expand and develop especially use of the pond area which has been regenerated this year.
5. Additional swimming sessions for all children in years 2 -6.	Starting children from Year 2 with 1-hour long swimming sessions for 8 week blocks.		High percentage of children leave Longden as confident swimmers.	Continue with this provision
Regular festival type activities in different sports led by trained sports	This year all year 5 and 6's have taken part in leadership training and		All children involved and invested in being part of teams and	Involve children in evolution of the School Games crew, being

leaders from within the school.	had the opportunity to work with younger children in sports festival afternoons.		learning the school games values at the heart of our competitions.	flexible in how they can deliver activities and festivals and competitions.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 22.3%
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:
1. Maintain Platinum Kitemark	Use the template from the School Games Website for achieving Platinum as a map for the school year in sport, considering many questions: What marks us out as an active school? How many different sports are we offering and what is the pathway into sport outside Longden for our children? What competitions are we entering? What in house competitions are we organising? What are we doing to ensure all children are included in the sporting sphere and how is this delivered both in school and afterwards? How are we enabling and encouraging pupil voice and leadership opportunities?	£9038.57	Children expect to be active in the school day and beyond, are not afraid to try many new sports and gain new skills, understanding the process of acquiring skills takes time, energy and practice. Variety of sports to take part in helps children to find what out they can do and encourages inclusion as well embedding the idea of being prepared to fail in order to learn and grow. Excitement and anticipation about competitions is generated school wide. The school games crew is well established part of our whole school life and very visible. The School Games values are visibly displayed and talked	Continue to use this template for good practice and development of PE and physical exercise in school as a means of whole school improvement.

<p>2. Whole school special sports event days, festivals, School Games Day and Sports Day</p> <p>3. Leadership for Year 6's being trained to be part of School Games Crew, enabling strong pupil voice in decision making and sports delivery in the rest of school.</p>	<p>How aware are we as a school of the School Games values and how do we promote them?</p> <p>Work with School games Crew, parents, teachers and TAs to deliver high energy and well received Festival Style afternoons, Competitive Games Day and the School Sports Day – the Blue Riband event of the year!</p> <p>This is accomplished by a training package delivered by suitably trained PE leader, followed by regular meetings to plan and deliver festivals, competitions, all ability clubs and sports day. Children have learnt and applied multiple skills in this process and younger children aspire to these role models. The crew also can use their skills in the wider school sports community which has proved extremely valuable in promoting self-confidence across all areas of school life, not just sport. Children receive a training file and a t shirt.</p>		<p>about in competitions and assemblies.</p> <p>Great feedback from both pupils and parents about these events as well as children feeding into local clubs because of these links. Clubs we are linked to and actively promote within school: Several junior football clubs Two cricket clubs Village tennis club Junior Park Run Rugby Club Hockey Club</p> <p>All children in Year 6 very keen to be part of the Crew. Other children very receptive to the process of children leading. Parents feedback overwhelmingly positive about the benefit to their children in taking part in the project.</p>	<p>Increase links with local clubs but having more taster days and visitors into assemblies. Planned for next year, links with Pontesbury Cricket Club Including assembly, after school club and curriculum PE lessons. Further develop link to village tennis club.</p> <p>Continue with this and involve more staff to enable wider reach.</p>
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<p>4. Raising awareness of sporting excellence and achievement in representing the school in local competitions. High profile and acknowledgement of these achievements through sports assemblies and regular communication to parents and local are through different media and website.</p>	<p>Normal assemblies regularly highlight any team and personal sporting achievement to which parents are invited to attend. These happen most Fridays. Special sports assemblies happen twice a year and feature and slideshow, stories, certificates, and awards for competitions. The school games values are a key feature of these assemblies also. The girls football team did a great job in raising awareness for girls' participation through their success and finding sponsorship for a new kit.</p>		<p>A very visible and outward positive impact upon both children and parents. Sometimes we are so busy taking part in all these activities it is hard to squeeze in the time to celebrate but we continue to try.</p>	<p>Increase visibility through noticeboards, social media and blog. Identify staff and children and/or parents to facilitate this.</p>
<p>5. Emphasis on inclusion and provision in meaningful way that is recognised throughout the school.</p>	<p>A weekly after school club accessible to all children. Staff and support staff trained to enable full participation on PE lessons and clubs. Inclusive events organised by School Games Crew in school time as part of festivals.</p>		<p>Continuing interest and targeted pupils signing up for the club, positive feedback from children attending and their parents or carers.</p>	<p>Recognise the need to keep this as a high priority in the school generally.</p>
<p>6. Early years work with nursery children to set a platform of expectation of the value of PE and being active before they move to reception.</p>	<p>Weekly PE session to incorporate agility, balance and coordination in hall space, games, yoga, balance bikes and exploring outdoor space. All of which help prepare children</p>		<p>Most children moving up to reception from nursery happily slot straight into PE lessons and look forward to being involved in the physical activities on offer</p>	<p>Train staff at nursery to deliver through in house CPD This will be a priority next year.</p>

<p>7. Whole school involvement in plans to extend and improve outdoor education facilities and activities.</p> <p>All pupils from year 3 -6 take part in either OAA residential weekend near the Welsh coast at Arthog (Year 5/6) or experience Arthog at home days at school with clear benefits to all children but especially pupil premium and less active pupils as these activities are designed with Arthog to be totally inclusive.</p>	<p>for physical activities when they move up to school.</p> <p>Regular involvement in maintenance of outdoor all-weather track, den building exercises and renovation of pond area.</p> <p>At the Adventure Centre pupils stay for 3 nights and take part in canoeing, orienteering, gorge walking, fire making on the beach, climbing, hiking and archery. They also have to manage their kit and enjoy the benefits that a time away from home with friends and inspiring adults can bring. The younger pupils spend two whole days at school taking part in similar style activities with archery and a climbing wall set up in the school's grounds. The go on a full day hike up a nearby hill.</p>		<p>around the school.</p> <p>The sense of having a shared schoolwide project brings people together, both children and parents, encourages teamwork and cooperation. Much has been achieved this year which gives us a great springboard for next year and will create more opportunities throughout the school and nursery.</p> <p>We find the impact of this is huge for all the children taking part in terms of confidence building, sheer enjoying of the challenges, team building. It creates a real buzz around the whole school and it is looked forward to for weeks.</p>	<p>On going project which has a long timescale, and everyone is invested in.</p> <p>This is very much nailed onto our calendar each year and very well received by parents also.</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:
				9.8%
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:
1 More CPD training for teachers and TAs on different aspects of PE and outdoor exercise.	Teachers and TAs attending School Games CPD courses. One teacher and TA attended 2 separate courses for teaching KS1 athletics and Multiskills run by local SGO	£3,966.43	Evidenced in increased confidence in helping to deliver PE lessons in PPA as well as attending KS1 festivals and helping to run after school club.	Increase opportunities for this and arrange more in house CPD.
2. TAs working alongside Sports leaders and coaching staff to gain new skills and helping deliver after school clubs.	We have worked creatively with TAs, to work with our skilled and trusted staff at Passmaster coaching and Sports leader to model good quality PE teaching within the whole school. The aim is to disseminate excellent PE teaching along with enthusiasm for sport and exercise within a school setting and beyond.		The children have clearly benefitted from the variety of people they come into contact with in the context of PE and after school clubs and the different talents they bring into the school is refreshing.	Ongoing, seeking out new opportunities as they arise and being flexible about using the timetable creatively to enable students to gain maximum benefit from the PE provision.
Increase physical activity across the curriculum through OAA activities. Learning outside the classroom	Sports leader working with TAs, teachers and parents to envision and take part in these kind of activities.		A work in progress as teachers find what works for them in bringing the classroom outside.	Continue to use resources we already have. Update and upgrade Orienteering resources in the school including the course set out in the grounds.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 28.7%
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:
<ol style="list-style-type: none"> 1. Work with Passmaster Coaching to deliver a broad range of after school clubs. 2. Use skills of TAs and parents to deliver quality after school and in school sports clubs. 3. Attend School Games events as programmed throughout the school year 	<p>We have well attended clubs for football, cricket, rounders, Jammy dodgers (KS1 Multiskills) and Livewires (Targeting send children and the less active or confident)</p> <p>Netball club co led by TA Rugby club led by parent and sports TA trainee. Dance and drama club led by TA Girls Football club led by Parent volunteer</p> <p>Attended multiple events, using money for taking minibus and employing sports cover for Sports leader, enlisting help from parents in following events: Netball, hockey, Sportshall Athletics, Cross Country, Invasion</p>	£11,657.11	<p>Very successful football teams across all ages, high level of engagement from pupils in all clubs from across the spectrum including less active children, SEND and a good proportion of girls.</p> <p>Good attendance and support from parents. Extra coaching enabling teams to perform well in tournaments.</p> <p>This has been covered extensively elsewhere, however, apart from all the many benefits of taking part in multiple competitions and events, we have succeeded in including all children in KS2 in taking part in competitive sport</p>	<p>Continue with these good relationships and seek out new opportunities with other local clubs and parental involvement</p> <p>Continue to work with SGO and develop local school network in addition to this.</p>

<p>4. Sign up to local football tournaments.</p> <p>5. Organise Swimming Galas</p>	<p>Games, Orienteering, Inclusion events, Cricket, Rounders, Basketball. KS1 Festivals in Invasion Games, Athletics and Summer Sports.</p> <p>The sports leader organised and ran a tournament for local schools aimed at year 3 and 4's in mixed football. We took part in local cup matches in boys' and girls' football from u9 – u11, attended a girl's football tournament and a mixed football tournament</p> <p>Sadly this year, our inter school gala could not go ahead because of complications with local pools, meaning there was no possibility of booking them. However, we ran our own intra school galas for our classes.</p>		<p>and our A teams have often done exceptionally well against much bigger schools. All year 1's and 2's have taken part in local School Games festivals as well.</p> <p>Children taking part in these sports have joined local clubs. Increased participation by girls and links with local teams continues to be good.</p> <p>A natural spin off from the money invested in the extra swimming means this is a popular event. The fact that even in our school our size (125 pupils), team selection is difficult due to number of competent swimmers.</p>	<p>Continue to liaise with coaches from local clubs to ensure Children have opportunity to Play outside of school.</p> <p>Has become an annual fixture which we intend to keep running next year.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				18.1%
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:
1. Provide opportunities for all children to challenge themselves through both intra and inter school sport where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome.	Identify a set number of competitions/events to provide transport to, to enable maximum participation.	£7,334.71	The ongoing challenge to balance opportunities for the maximum number of children across a broad range of competitions is helped by what is on offer as well as what we can do by collaborating with other schools. We hope this can continue.	Find creative ways to work with other schools to limit costs and buy into the School Games Package.
2. Increased participation in School Games competitions. As evidenced by previous information, we are already one of the most active participants in the Shrewsbury area for School Games competitions.	Work with the local School Games Coordinator to ensure maximum levels of participation across year groups and abilities. Engage support staff and parents to enable those levels of participation.		We see the impact upon children across the school with increased confidence, enthusiasm which can spin off into joining local clubs	By using the SG network of competitions and festivals we find this is a very sustainable way to move forward.

Signed off by	
Head Teacher:	Sally Johnson
Date:	25 th July 2023
Subject Leader:	Julie Dean
Date:	25 th July 2023
Governor:	Prof. Jim Monaghan
Date:	25 th July 2023