

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 2021/22	Nil
Total amount allocated for 2021/22	£20,240.00
How much (if any) do you intend to carry over from this total fund into 2022/23?	Nil
Total amount allocated for 2022/23	£20,350.00
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£20,350.00

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	
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 2022. Please see note above	78%
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	71%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	65%
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?	No

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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: £20,350	Date Updated: 6.7.2023	
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: 100+%
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>All children are encouraged to be active before school, during school and after school, including outside of PE lessons.</p> <p>Children to be inspired and have a love of sport and physical activity, including participation and officiating.</p>	<p>2 hours of PE per class weekly - developing their skills in athletics, dance, games (including learning the rules of a variety of different sports across the years and applying them) and gymnastics.</p> <p>Breakfast club run by Sports Coaches.</p> <p>Range of extra-curricular clubs including sports clubs daily.</p> <p>Golden Mile encouraged and used for brain breaks.</p> <p>A variety of sports played at lunch times across the week which are led and supported by Sports Coaches.</p> <p>KS2 children as play leaders for KS1 at lunchtimes to encourage learning new and active games.</p>	<p>£8,072 <i>Sports Coaches contribution</i></p> <p>£700 <i>Extra Curriculum</i></p>	<p>Up to 50 children attending breakfast club daily.</p> <p>Year 6 children as playleaders for KS1 playground at lunchtimes.</p> <p>More inter year group sports matches being held.</p> <p>Golden Mile used effectively for children who need time to calm down before returning to the classroom.</p>	<p>To develop play leader training for KS2 children to involve children officiating the variety of sports played at lunch time throughout the week.</p> <p>More inter-year group and inter-school sports matches and competitions being held throughout the year with children officiating.</p>

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:
<p>To equip children with the necessary knowledge and understanding to lead a healthy and active lifestyle.</p> <p>Children to learn about the way their bodies work and the need to live a healthy and active lifestyle.</p> <p>Regular CPD opportunities for staff in areas across the PE curriculum.</p>	<p>Links made between Science and PE in all year groups.</p> <p>Raising the profile of PE – PE skills progression assembly held yearly.</p> <p>PE staff meeting held yearly.</p> <p>Links with BDSPA – involvement in various sports events across the district.</p> <p>Essex Dance Coach employed to work alongside teachers weekly.</p>	<p>£7,200 <i>Dance Network Professional</i></p> <p>£750 <i>School Games Organiser contribution</i></p>	<p>Increased number of tournaments and events attended.</p> <p>Teachers are confident to teach Dance and link it to subject/topic vocabulary teaching.</p> <p>Children from FS to Y6 participated in and explained their learning in various aspects of PE to children and adults throughout the school in PE assembly.</p> <p>We have a clear progression of skills which can be seen being developed throughout each year group.</p>	<p>To continue to use the progression of skills in all areas of PE to hold more competitions and tournaments in a variety of areas as well as football.</p> <p>Staff training in athletics, games and gymnastics to increase confidence and understanding of skills progressions.</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:

<p>All PE lessons to be engaging and inclusive where children are able to learn a variety of skills which can be applied to many different sports.</p>	<p>Dance CPD opportunity held at JBP and attended by all new ECTs.</p> <p>Essex Dance Coach employed to work alongside teachers weekly – to team teach with teachers to enhance professional skills.</p> <p>Sports coaches to model high quality physical skills-based activities and to work alongside teachers to deliver PE curriculum and enhance their professional skills.</p>	<p>£8,072 <i>Sports Coaches contribution</i></p> <p>£7,200 <i>Dance Network Professional</i></p>	<p>Teachers are confident to teach Dance and link it to subject/topic vocabulary teaching.</p> <p>Staff have a greater range of skills-based activities that they can use to teach PE units.</p>	<p>PE subject staff meeting to recap skills-based approach to teaching PE as well as areas and sports covered in which term to ensure a broad and varied PE curriculum.</p> <p>Staff training in athletics, games and gymnastics to increase confidence and understanding of skills progressions.</p> <p>Continue to use staff expertise to support each other.</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation:</p> <p>%</p>
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Provide children with the fundamental skills to prepare them for the next stage of their sports education.</p> <p>Additional achievements:</p> <p>Range of clubs on JBP School website all delivered at no additional cost to families.</p>	<p>See range of after school clubs on offer on JBP school website.</p> <p>Assemblies celebrating sporting events happening around the world each year.</p> <p>BikeAbility Gardening club Gym Trails Termly swimming lessons for</p>	<p>£700 <i>Extra curriculum</i></p> <p>£3,628 <i>Braintree Swimming Pool</i></p>	<p>Children able to follow passions and interests.</p> <p>Children able to attend clubs/activities that they may not be able to afford outside of school.</p>	<p>PE subject staff meeting to recap skills-based approach to teaching PE as well as areas and sports covered in which term to ensure a broad and varied PE curriculum.</p> <p>A greater variety of sports clubs held by teachers in addition to those run by Sports Coaches.</p>

	national curriculum to be covered in Year 4.			Continue to use staff expertise to support each other and provide new opportunities for children.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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 children with the fundamental skills to prepare them for the next stage of their sports education.</p> <p>To compete as part of a team, showing respect and good sportsmanship.</p> <p>To inspire children to have a love of sport and physical activity, including participation and officiating.</p>	<p>Sports coaches/PE subject team to organise and plan events in school and in the wider community.</p> <p>A variety of sports played at lunch times across the week which are led and supported by Sports Coaches.</p>	<p><i>£750 School Games Organiser contribution</i></p>	<p>Most children are keen to have an opportunity to represent their school, class or year group in a competition or sporting event. Those that do represent JBPS always display the school values and are a credit to the school.</p>	<p>To hold more inter-year group and inter-school sports matches and competitions throughout the year with children officiating.</p> <p>To actively seek out new opportunities to be involved in sporting competitions outside of school.</p>

Signed off by

Head Teacher:	Lisa Waters
Date:	6.7.2023
Subject Leader:	Cat Stiff
Date:	6.7.2023
Governor:	
Date:	