

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	£0
Total amount allocated for 2021/22	£20,132
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19,720
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£13,266.76 of £19,720

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 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>	92%
<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 2022.</p> <p>Please see note above</p>	92%
<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>	92%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	92%
<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/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:	Date Updated:		
<p>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</p>			Percentage of total allocation: 40%	
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Improve the quality and quantity of physical activity opportunities during lessons and playtimes.</p> <p>Pupils have opportunities to learn new skills or apply/consolidate existing skills e.g balance, co-ordination, agility</p>	<p>-Subject leader audited equipment</p> <p>-Identified further equipment needed for teaching curriculum PE</p> <p>-Research equipment to support alternative physical activity opportunities</p> <p>-Purchase, delivery and safe storage of new equipment</p>		<p>£1,399.30 equipment & resources</p> <p>Pupils observed being more active at lunchtimes as they have access to high quality equipment e.g basketball, table tennis, stilts.</p> <p>PE lessons are well-resourced which ensures pupils are active for longer periods of time and are not waiting for their turn to use equipment.</p> <p>Pupils observed engaging in high-quality play at playtimes and consolidating/applying skills from PE lessons e.g using Korfball skills in basketball</p>	<p>Equipment <u>suitably</u> stored so it can be used in future years.</p> <p>Possible fundraising for replacement of broken equipment</p>

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<p>All pupils have opportunities to be active outside of PE lessons for at least 30 minutes a day.</p>	<ul style="list-style-type: none"> -5-a-Day TV subscription -Cross-Curricular Orienteering subscription/training for all teachers -Cross-Curricular Orienteering to be used across other subjects -Forest School leader planned and resourced outdoor learning sessions for all year groups. -Purchase, delivery and safe storage of new equipment to enhance Forest School and outdoor learning -Subject leader researched high quality physical activity providers, minimum L2 qualified -Sports coach 4xdays a week for 1.5 hours over lunchtimes to provide active lunchtime opportunities on the field/playground -Supply cover for staff member to attend Junior Travel Ambassador Induction with Year 5 children 	<p>£367.40 5-a-day</p> <p>£650 C-C Orienteering</p> <p>£306.07 Forest School resources</p> <p>£2760 Coach Chris until May</p> <p>£2240 for May-July.</p> <p>£214.50 Supply</p>	<p>All pupils take part in regular movement breaks. Teachers report better engagement and improved behavior in lessons.</p> <p>EYFS take part in weekly Forest School lessons, Year 1-5 take part in fortnightly Forest School lessons.</p> <p>Planning scrutiny shows that Cross-Curricular Orienteering is being used to support other subjects e.g Geography, Science, Maths, meaning that all year groups take part in in active lessons regularly.</p> <p>All classes in Year 2-6 have at least one timetabled slot with sports coach throughout the week.</p> <p>More children now involved in physical activity at lunchtimes. On average, 150 pupils a week take part in active lunchtime sessions with sports coach.</p> <p>Pupil voice showed children have enjoyed having the opportunity to be more active at lunchtimes and reported that they had better moods, developed friendships, had more energy and had better focus in afternoon lessons.</p> <p>Travel survey showed that 188 pupils walked, scooted or cycled</p>	<p>All teachers trained and upskilled in Cross-Curricular Orienteering so it can be delivered in future years</p> <p>Equipment suitably stored so it can be used in future years.</p> <p>Forest School and outdoor learning planned for and resourced so can be delivered in future years.</p> <p>Pupils upskilled with new ideas for playground games and activities</p> <p>Junior Travel Ambassadors continue to promote active journeys to school through promotion in assemblies, school newsletter and by using competitions.</p>
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			to school in the summer term compared with 143 in the autumn term.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 5%
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:
Continue to enhance the quality of PE and PSHE provision through Subject Leader Management upskilling and whole staff CPD.	<ul style="list-style-type: none"> -Subscription to London and SE Primary PE, Health and Wellbeing Development Association with Giles Platt -PE Leader and PSHE Leader to attend subject leader meetings and CPD with Giles -Supply cover for Subject Leader to attend PE Leader meetings and CPD -Subject leaders to disseminate information from meetings to wider team -Purchase new PE uniform for all members of teaching staff. PE kit to be worn when teaching PE and when attending sporting events and competitions. -Sports coach 4xdays a week for 1.5 hours over lunchtimes to provide active lunchtime opportunities on the field/playground 	<ul style="list-style-type: none"> £640 Subscription £214.50 supply £47.52 staff kit Cost calculated in KSI1 	<ul style="list-style-type: none"> PE and PSHE subject leaders up-to-date with developments in the subject including: PESS Premium ad reporting; PE/PSHE skills and progression; and new initiatives to support high quality physical activity. All staff have had access to the London & SE PE primary website which has supported them with teaching high quality PE lessons and providing physical activity. 	<ul style="list-style-type: none"> Continue to share key updates with colleagues through staff meetings. Resources from subject leader meetings saved for future reference Staff to return kit when leaving school so it can be re-distributed to new staff and teaching assistants SCARF planning and resources saved for use in future years

<p>The PESSPA supports the whole school priorities linked to behavior and personal development by:</p> <ul style="list-style-type: none"> -improving behavior of pupils during lunchtimes. - providing opportunities for pupils to develop their talents and interest. 	<ul style="list-style-type: none"> -Subject leader keeps record of participation in sporting competitions. -Pupils selected to participate in competitions include those who are talented in PE, those who receive Pupil Premium and BAME pupils. -Pupil's sporting achievements (inside and outside of school) celebrated in assemblies and via school newsletter -Subject leader created 'School Games' display board to celebrate pupil's participation in sport competitions. 	<p>Cost calculated in KS15</p> <p>No cost</p>	<p>Pupil voice showed children have enjoyed having the opportunity to be more active at lunchtimes and reported that they had better moods, developed friendships, had more energy and had better focus in afternoon lessons.</p> <p>Teachers report better engagement and improved behavior in lessons.</p> <p>See impact in KS15.</p>	<p>Pupils upskilled with new ideas for playground games and activities</p> <p>Continue to celebrate pupil's sporting achievements in assemblies and via school newsletter</p> <p>Subject leader to continue to update 'School Games' display board to celebrate participation in sport competitions</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:
				11%
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:
To upskill staff to feel confident and knowledgeable in teaching all aspects of curriculum PE to a high standard. Ensure Subject Leader is up-to-date with developments in the subject.	<ul style="list-style-type: none"> -Subscription to PE Hub-planning/resources -Subject Leader audited staff to find out their CPD requirements -Cross-Curricular Orienteering Subscription/training for all teachers -Subscription to London and SE Primary PE, Health and Wellbeing Development Association with Giles Platt -Subject Leader attended PE meetings with Giles and School Games Organisers -Supply cover for Subject Leader to attend PE Leader meetings and CPD -Employment of qualified and experienced Cricket coach and Tennis coach to team-teach alongside teachers to upskill them in the subject 	<ul style="list-style-type: none"> £350 PE Hub Cost calculated in KSI1 Cost calculated in KSI2 Cost calculated in KSI2 £1180 KS2 Cricket coach £577.50 KS1 tennis coach Payment will be made upon 	<ul style="list-style-type: none"> All staff have worked with tennis or cricket coach to team-teach Staff questionnaire shows that most teachers now feel more confident to teach cricket and tennis. Learning walks demonstrate that staff are teaching high quality PE lessons and progress is evident in lessons. PE Subject leader up-to-date with developments in the subject including: PESS Premium ad reporting; PE skills and progression; and new initiatives to support high quality physical activity. 	<ul style="list-style-type: none"> Staff upskilled by qualified and experienced coaches to now teach high-quality lessons in future years. Resources from subject leader meetings saved for future reference PE Hub planning and resources saved for use in future years

		receiving invoice		
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 4%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Korfball to be fully implemented into PE curriculum PE across the school.	-Purchase and safe storage of new Korfball posts -Subject Leader written Medium Term Plans for Korfball for Years 1-6. -Purchase, delivery and safe storage of new equipment		£800 payment will be made upon receiving invoice All classes in Year 1-6 now receive Korfball as part of their PE lessons across the year. Medium Term Plans in place to ensure progression in Korfball from Year 1-Year 6. Pupils observed being more active at lunchtimes as they have access to high quality equipment e.g basketball, table tennis, stilts.	Korfball fully embedded into curriculum PE across the school. Signpost pupils towards Korfball afterschool club, run by Bromley Korfball.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				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:
To increase the number of pupils representing Unicorn in a competitive inter or intra school sports competition.	<ul style="list-style-type: none"> -Subscription to School Games Competition package with Kim and Delyth (SGOs) -Supply cover for staff to attend sports competitions -Entry into Bromley Cross Country events (Yr 3/4 & 5/6) -Purchase and storage of sports kits to raise profile of PE and sense of team -Purchase of resources for School Sports Day -Subject Leader started application process for School Games Mark 2022-23. -Subject leader keeps record of participation in sporting competitions. -Pupils selected to participate in competitions include those who are talented in PE, those who receive Pupil Premium and BAME pupils. 	<ul style="list-style-type: none"> £1287 –supply £192 2xcross country entry £40.97 leotards Cost calculated in KS11 	<ul style="list-style-type: none"> Unicorn entered a team into 8 inter-schools sports competitions in 2023-23 including Summer Athletics at Norman Park, KS1 Easter Bunny Run and Swimming Gala. 107 pupils represented Unicorn in an inter-school sports competition in 2022-23 Of these, 4 were pupils who receive Pupil Premium and 9 were pupils with SEND. Key achievements from competitions: -Year 4 boys team achieved 4th place overall in Year ¾ Cross Country -1 pupil achieved individual score of 6th place in Year ¾ Cross Country -3 pupils selected to play or county Korfball team -6 pupils qualified for athletics finals -2 pupils achieved first place in their individual races at the swim gala. -Team achieved 4th place overall at 	<ul style="list-style-type: none"> Equipment suitably stored so it can be used in future years. Subject leader to gather evidence and complete application for School Games Mark. Possibility for parental contribution towards competition costs. Continue to develop relationships with local schools in order to organise additional friendly competitions and fixtures.

			<p>the swim gala</p> <p>-6 pupils through to Athletics finals. One pupil achieved 1st place in howler across the whole borough</p> <p>School awarded School Games Mark 'Gold' for 2022-23.</p>	
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Signed off by	
Head Teacher:	Victoria Elvines
Date:	24/07/23
Subject Leader:	Lucy Letchford
Date:	19.7.23
Governor:	Mumin Moin
Date:	20.7.23