

# 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 31<sup>st</sup> 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	£36862.04
Total amount allocated for 2021/22	£53,582.04
<b>Swimming Data</b> Please report on your Swimming Data below.	
How much (if any) do you intend to carry over from this total fund into 2022/23?	£38,181.48
Amount allocated for 2022/23	£ 16769.52
Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023.	£ 54,951

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**

Due to the needs of our pupils, swimming and water safety lessons take on a different role within the school curriculum for the majority of our pupils. Pupils at Beaufort School require to be introduced gradually to swimming, the sensory experience alone can be overwhelming for some pupils with our long-term aim being for all our pupils to access as independently as possible a swimming experience, which embeds safety and safeguarding as well as encouraging and giving our pupils every opportunity to continue to develop with swimming once they have moved on from primary school.

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<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</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>	<p>The aim for Beaufort pupils by the end of year 6 is for all pupils to be able to access a public swimming pool as independently as possible safely and to be able to swim/access the water promoting a healthy lifestyle for life and for them to be part of their local community.</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>0%</p> <p>Pupils are following Swim England swimming awards. All our pupils are on stage one of the programme. Opportunities to perform breaststroke, front crawl and backstroke are practised where appropriate and performed over short distances with armbands and some additional floats.</p> <p>What is more important for the majority of our pupils is that they can access the swimming pool as independently as possible on an individual basis, without feeling anxious, stressed, or without having a sensory overload.</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>0%</p> <p>Pupils are encouraged to follow adult instruction that could be used to self-rescue to a small degree.</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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	<p>Beaufort has secured two swimming sessions at the local swimming pool for pupils who can cope with accessing the hydrotherapy pool at school and</p>

are ready to move onto the next stage of their development in swimming. Our aim for every pupil before they leave Beaufort is for them to be accessing the local swimming pool for their swimming sessions – where appropriate.

## 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:	
<b>Key indicator 1:</b> 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:
				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:
To increase capacity to store PE equipment indoors (phase 1)	Purchase 2 further storage cages for the indoors	£1780	Increasing capacity to store PE equipment indoors will enhance the accessibility and organization of sports equipment, facilitating more efficient and engaging physical education activities for students.	Conduct a thorough assessment of current storage facilities and equipment organization to identify inefficiencies and potential space-saving solutions. This evaluation should involve input from staff responsible for PE equipment management and consider the use of space-saving storage solutions like wall-mounted racks or mobile shelving units.
To enable children that have a sensory need to climb safely.	Purchase portable sensory equipment that can be accessed by all classes when required.	£595.84	Enabling children with sensory needs to climb safely, self-regulate and will foster their physical development and sensory integration, promoting inclusivity and well-being in physical education.	Equipment can be moved around school and will be available to all children who require this specific sensory input.

To increase fine motor activities for EYFS.	To use wall panels as part of continuous provision	£506	Implementing a sports premium program to boost fine motor activities in Early Years Foundation Stage (EYFS) will significantly enhance children's physical development and readiness for academic success.	Assess Current Fine Motor Development: Begin by conducting individual assessments of fine motor skills among EYFS students to identify areas of improvement and establish a baseline for progress.
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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:
				% 0.2
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:
To improve sensory circuit access and opportunities across the school.	Create more opportunities across the school site for pupils to independently access sensory circuits when required to support with self-regulation and grounding.	£1124	Improving the sensory circuit opportunities across the school will enhance pupils' sensory processing, focus, and overall well-being, optimizing their readiness for physical activities and learning.	<p>Assessment and Feedback: Evaluate current sensory circuit programs, gathering input from teachers, therapists, and students for targeted improvements.</p> <p>Staff Training: Provide professional development opportunities to enhance staff's ability to facilitate effective sensory circuit activities.</p>



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				0.1%
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:
To support the teaching of PE using a scheme that sequences learning.	Purchasing RE Peal scheme.	£300	Supporting the teaching of PE with a sequenced learning scheme will result in more effective skill development, better understanding of physical education concepts, and enhanced overall physical literacy among students.	Professional Development: Provide training for PE teachers to effectively implement the sequenced learning scheme, ensuring its successful integration into the school's PE program.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				0.5%
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:
To give all children an experience of Yoga and Dance.	YogaBugs and DanceBugs to complete 4 hours per week across classes in alternate half termly sessions, with classes accessing the session on a rotational basis.	£2500	Introducing children to yoga and dance will provide them with a valuable opportunity to develop mindfulness, flexibility, and relaxation techniques, mental wellbeing, creativity, confidence and contributing to their overall physical and mental well-being.	Curriculum Integration: Develop a structured yoga and dance curriculum to ensure regular and age-appropriate sessions for children, promoting physical, mental well-being, opportunities for pupils to express themselves and build in confidence.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				% 0.2%
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:
Children to be given the opportunity to take part in events outside of school.	Children to participate in the Birmingham University Panathlon.	£50	Enabling children to participate in events outside of school will broaden their sports experiences, foster teamwork, and encourage a lifelong passion for physical activity and sportsmanship.	Event Partnerships: Establish partnerships with local sports clubs or organisations to provide opportunities for children to participate in external sports events, broadening their horizons.
Children to be exposed to competitive sports in school using external coaches.	Disability cricket schools programme enrolled and coaches coming into school.	£100	Introducing external coaches for competitive sports will provide children with specialized training, enhancing their skills, confidence, and enthusiasm for sports, both within school and beyond.	<p>Coach Selection and Training: Carefully select external coaches with expertise in competitive sports and provide them with school-specific training to align their coaching methods with the school's educational goals.</p> <p>Feedback and Evaluation: Implement a feedback system for students and teachers to assess the impact of external coaching on student skill development and sports engagement, allowing for continuous improvement.</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	