

# 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	£19,600
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19,600
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£19,600

## 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. <b>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</b>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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 2022. Please see note above	43%
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	43%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	55%
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?	Yes/ <b>No</b>

## 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: £19,600 Spent: 19,222.54		Date Updated: 20/07/23	
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:	
				10%	
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 introduce and use Moki Bands (similar to pedometers) to measure physical activity throughout a school day. Pupils to gain an insight and receive and review feedback through Moki App. To enable pupils to be incentivised to be physically active and to assist PE lead and staff to increase physical activity within school for target / specific pupils.	<ul style="list-style-type: none"><li>- To buy Moki Bands.</li><li>- PE lead to use a staff training or teaching and learning blast based on Moki Bands</li><li>- To use Moki Bands in the Autumn term and review weekly.</li><li>- To use pupil voice on ‘custom challenges’ using Moki Bands.</li></ul>	£760 Class Pack 26 Bands (small) 4 Bands (large) 1x Moki Reader  (replacement equipment £100 e.g. batteries, bands)	Children have attempted to complete more steps because they are aware of the amount, and also their MVPA (moderate vigorous physical activity). Children have completed challenges (as seen on the Moki app) and received grades.		Roll out to the next class / other classes to continue increasing physical activity and the awareness of being physically active. Buy more Moki bands if required.
To embed a reward system for class physical activity weekly targets. To incorporate ‘active blasts’ as part	To provide children and staff with physical activity cards, resources and websites to enhance variety of	N/A	Active blasts and targets have all been initiated and implemented in classes. Pupils are now		To continue the initiative of active blasts, including home active blasts challenges to

of the school day	physical activity targets.		increasingly aware that physical activity makes them more aware and learn better. Pupils complete these in 'inactive' parts of the school day.	continue engaging parents.
To provide a variety of after-school clubs to enhance physical activity.	PE lead, Headteacher and Office to organise after-school clubs including a variety of sports such as MMA; dance; archery; target sports; boccia.	Within £2600 cost in Key Indicator 2.	See Key Indicator 2	See Key Indicator 2
To provide physical activity-based games during breakfast club and after-school care to enhance physical activity.	PE lead and Headteacher to monitor physical-activity based games and activities during breakfast club and after-school care.  School to organise an external company to assist with the provision of breakfast and after-school care physical activity provision.	£1190	Breakfast club and after-school care receive a variety of physical activity games lead by external company. This has enhanced and increased the number and opportunities for children to become more active before and after-school.	Continue to develop new physical activity ideas to enhance physical activity before and after-school.
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				87%
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 employ a PE Specialist to ensure high quality PE through team-teach / observation. PE Specialist to team-teach and mentor.</p>	<p>PE lead and DHT to liaise with PE Specialist regarding what PE looks like at Nishkam e.g. Can You Stills for sticky learning, progression, inclusiveness, challenge and scaffold.</p> <p>PE specialist to mentor and team teach / coach staff.</p>	<p>MENTORING / TEAM TEACH £840</p>	<p>Pupils continue to receive high quality PE as staff are implementing the intent of CYS for sticky learning, skill progression and a variety of challenges to meet the needs of all pupils, and to ensure an inclusive approach.</p>	<p>PE lead and newly appointed PE Specialist to continue to offer support to all staff, including ECT's to ensure the provision of high quality PE.</p>
<p>To provide variety of School Sports via after-school clubs; and Physical Activity is clearly evident in daily school life. Pupil's knowledge, competence and fundamental skills improve as a result.</p>	<p>The school is to offer a range of after-school clubs which are broad and balanced.</p> <p>PE Lead and PE Specialist to use the School Games format with intra and inter-school competitions via fixture nights and events</p> <p>PE Lead and PE Specialist to enhance physical activity (see indicator 1)</p>	<p>£2600 AFTER-SCHOOL CLUBS</p>	<p>Pupils know there are a variety of sports to participate in e.g. basketball, dance, gymnastics, archery, MMA, football, gardening (physical activity), cricket, hockey, netball. Autumn, Spring and Summer data can be found at the bottom of this document)</p> <p>Internal fixture nights and competitions enabled children to participate and compete against one another (see graphs and data at the bottom of this document)</p>	<p>Continue to develop a broad and balanced approach to after-school clubs, introducing new sports e.g. tri-golf.</p> <p>Continue to develop a competitive element to after-school sport club provision, and continue selecting 'target groups' to increase chances of competition in and outside of school.</p>
<p>PE Specialist Coach to provide Lunch time activities / games and after-School Clubs. Pupils received a broad range of sports which enhances and widens the school sport offer, enabling children to experience a range of sports they may have not played before during lunch and after-school care.</p>	<p>PE lead to source external grounds for extra-curricular activities where appropriate.</p> <p>Contact specialist coaches e.g. Dance, Gymnastics, MMA for after-school clubs.</p>	<p>£9517</p>	<p>Pupils have received a variety of team games at lunch times e.g. basketball, netball, and football.</p> <p>Children in breakfast club and after-school care have a variety of physical activity choices.</p>	<p>Purchase new breakfast and after-school care / club resources assigned to these groups.</p>

PE Lead and PE Specialist to develop and implement an assessment tool for PE. Pupils misconceptions and gaps can be identified and enhance high quality PE provision	PE Lead and PE Specialist with Assessment Lead to work together to design assessment system to for PE.	N/A	New assessment tool has enabled a clear, concise way to track and monitor children's progress, and assisted in informing future planning.	Embed new assessment toolkit in the following school year.
To achieve a Silver School Games Award	PE Lead to provide staff training to some members of staff e.g. PE coach and SLT on School Games Award Mark and criteria to achieve.	N/A		
	PE Lead and PE Specialist along with staff to work towards achieving Silver School Games Mark.	£3696.91		
All staff to roll out new 'credits' initiative to continue to promote outstanding behaviour at break and lunch times, with each class having ownership for their own lunch time equipment.	PE lead and staff to purchase equipment for each class.		Children now know to take accountability of new resources and are motivated to participate in sport at break and lunch times (through pupil voice)	To continue monitoring, adapting and purchasing equipment to enhance physical activity at break and lunch times.
To update and monitor the use of correct PE equipment and purchase where necessary to ensure pupils are receiving high quality PE. Pupils are to use the correct modified equipment based on ability and/or age.	PE lead to audit PE equipment in Autumn 1. PE lead to purchase new equipment where necessary to assist with high quality PE and to promote and improve after-school club provision.	£200 £250	The quality of PE provision was enhanced through the correct resources for each PE unit, including modified equipment such as cricket bats and dodgeballs and SportsHall Athletics equipment.	To continue monitoring and purchasing PE equipment to update and enhance the provision of PE, in line with the PE curriculum map and GetSet4PE scheme.
Pupils continue to voice their suggestions and improvements	PE lead to purchase PE Sport Leader badges.	£33.74	Children now know a sense of representation and are role	Sport Councilors to meet

through a Sport Council.	PE Lead and Headteacher to hold school and sport council meetings on suggestions for the future e.g. equipment.		models as sport leaders.	weekly / fortnightly to express their views and opinions on PESSPA.
Pupils are to be exposed and encourage to perform in PE, School Sport and Physical Activity through real life experiences, athlete discussions, workshops. Pupils can see how athletes are where they are, linking back to PESSPA.	PE lead to organise workshop / parental workshop / parent and child challenges / virtual reality experiences / theme days such as the World Cup 2022	N/A	Children participated in a World Cup 2022 workshop and felt encouraged to take part in football linking to a real life context. Y2 received an MMA workshop from an ex professional MMA fighter. Villa Vision and Foundation have also been into school for workshops. All of these have impacted the children as they feel inspired to take part in sport and physical activity	To use STEM week and other key sporting event themes or days to encourage and inspire children to participate in PESSPA.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				(overlaps with Key Indicator 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:
PE lead to provide staff CPD and teaching and learning blasts to update staff on PE developments, teaching and learning strategies and assessment. This is to ensure pedagogy is ever evolving.	PE lead to provide CPD and Teaching and Learning blasts relevant to school priorities.	N/A	CPD focussing on SEND; STEP (space, task, equipment, people); Skill Progression; active blasts; have all enhanced and improved the teaching and learning of high quality PE seen through monitoring using the school	PE lead to continue to update staff on teaching and learning strategies, initiatives and training to ensure high quality PE provision.



PE lead to team-teach, observe and monitor PE lessons. (PE Specialist to assist where possible). Pupils will receive further high-quality PE, therefore developing their ability to meet the needs of the national curriculum and beyond.	PE lead to observe, monitor and team-teach, suggesting new teaching and learning strategies; assessment opportunities; and subject vocabulary (LO; Can You Stills; Sticky Learning)	N/A	system 'SchoolIP'.  Observing and team-teaching has improved teacher's modelling; use of assessment; and skill progression, referring and using GetSet4PE as a guide.	PE lead and PE specialist to continue monitoring, team-teaching and providing feedback to enhance the provision of high-quality PE.
PE lead to develop assessment system to track progress and attainment of all children (see key indicator 2)	(see indicator 2)	(see key indicator 2)	(see key indicator 2)	Embed assessment system toolkit further.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				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:
To increase the amount of Intra and Inter School Competitions. Pupils are exposed to competition more frequently using School Games formats, including a focus on the lowest 20%, PP and SEND children. To also increase the attendance of PP and SEND children in after-school	PE lead to work with PE Specialist to improve the amount of inter and intra school competitions.  PE lead and office staff to record and monitor the number of pupils participating in competitive sport. Number of participants to be recorded at the end of Summer 2.	(see key indicator 2)  N/A	See graphs at the bottom of the sports premium document. Participation and inspiring events have impacted and increased the number of children participating in inter and intra school competitions. Notable highlights:	To continue targeting and providing opportunities through a range of methods e.g. inter, intra competitions, after-school clubs, lunch-time target groups, to increase the number of children participation. PE lead to identify target groups in

clubs / participation / engaging events.		N/A	<ul style="list-style-type: none"> <li>39% of children with SEND attended an after-school sport club</li> <li>42% of PP children attended an after-school sport club</li> <li>27 / 43 girls in UKS2 participated in an inter-competition / event.</li> </ul>	September 2023.
Pupils to receive sport specific workshops in conjunction with local sport clubs and organisations so pupils can experience a range of sports or experiences.	PE lead to source local sport clubs and organisations for children to receive workshops or experiences.	N/A	<p>Y2 MMA – kickboxing champion Birmingham Rangers (children have trialled and been successful)</p> <p>Barford Tigers Hockey (child participation)</p> <p>Nishkam High School</p> <p>Villa Vision / AVFC</p>	To continue contacting and providing workshops and experiences through local clubs and people.
To provide individual friendly sports and activities such as boccia and golf. Pupils who do not access sport or find a barrier to sport may feel more comfortable in other sports and activities.	<p>PE lead and staff to provide sport friendly activities through after-school clubs or through the PE curriculum offer.</p> <p>PE lead to purchase new equipment to achieve this.</p>	£617.18	<p>Golf equipment has been purchased to offer our children a variety of sports. This will also be part of the PE curriculum offer. Examples of what was purchased are below:</p> <p>Golfway Play Velcro Balls (box of 6) - Mixed Colours</p>	Embed golf into the PE and after-school club provision. PE lead to monitor during lessons and when used in after-school clubs.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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:
Pupils are to be exposed to more Intra and Inter School Competitions through: end of PE unit competitions using School Games format or Sport Education; fixture events within school; external events and fixtures with the SGO. Pupils will be able to implement the skills learnt from PE into competition.	PE lead, PE Specialist and staff to support the offer of competitive fixtures.  PE lead to contact SGO to participate and compete in local fixtures and events	N/A          N/A	A range of intra and inter competitions, inspiring and engaging events, and participation events have impacted children to feel more confident and comfortable taking part in sport. Notable highlights: <ul style="list-style-type: none"> <li>- 13 out of 21 girls participated in an INTER competition or event in Year 5</li> <li>- 14 out of 22 girls in Year 6 participated in an INTER competition / inspiring event.</li> </ul> <b>See remaining impact on graphs and tables at the bottom of this document.</b>	Continue offering a variety of competitive sport using the School Games format.  Increase the number of School Games competitions with SGO and also independently organise fixtures against local schools.  PE lead to continue focussing on increasing targeted groups to participate in engaging and inspiring events and competitive events.
To create a school football team. Pupils will aspire to be competitive and enable them to participate and compete against others.	PE lead to create school football team and organise fixtures.	N/A		To participate in football fixtures against local schools more frequently.

Autumn				Spring				Summer			
Club	Total	Boys	Girls	Club	Total	Boys	Girls	Club	Total	Boys	Girls
Basketball KS2	25	21	4	Archery KS1	3	3	0	Multi-Sports KS1	6	5	1
Fitness + Dance	11	3	8	Archery KS2	20	16	4	Gymnastics KS2	10	4	6
Basketball KS1	4	3	1	Dance + Fitness	9	4	5	Y5 and Y6 Football	60	42	18
Hockey KS2	21	18	3	Football KS1	8	8	0	Dance + Fitness	8	4	4
Football Club KS1	4	3	1	Gardening	14	4	10	Cricket KS1	3	3	0
MMA Club	18	11	7	Football KS2	29	24	5	Gardening	8	4	4
Gardening	8	4	4					Cricket KS2	18	16	2
Football KS2	29	26	3								

The table above represents the number of participants in each after-school club in Autumn, Spring and Summer terms. Clubs were offered to both KS1 and KS2 children with a focus on offering a variety of sports, increasing participation, enhancing motivation, and social and communication skills. There are notable highlights such as Y5 and Y6 football club, where 18 girls attended. Least active children were also targeted in clubs such as 'Gymnastics KS2', 'Gardening', 'Archery KS2' and 'MMA'.



### SEND WHO ATTENDED SPORT CLUBS 22-23

Number of children across school with SEND: 44

Number of boys: 34

Number of girls: 10

NUMBER OF SEND children WHO ATTENDED SPORT CLUBS = 17

**39% of SEND children attended after-school sport clubs**

### PP WHO ATTENDED SPORT CLUBS 22-23

Number of children across school with Pupil Premium: 48

Number of boys: 26

Number of girls: 22

**NUMBER OF PP WHO ATTENDED SPORT CLUBS = 20**

**42% of PP children attended**

## Inter Competitions – KS2 Girls Participation focus

- Girls Football Festival
- Football Engaging and Inspiring
- Tri-Golf Engaging and Inspiring Y3 and Y4
- Athletics
- Tri-Golf Engaging and Inspiring Y5 and Y6

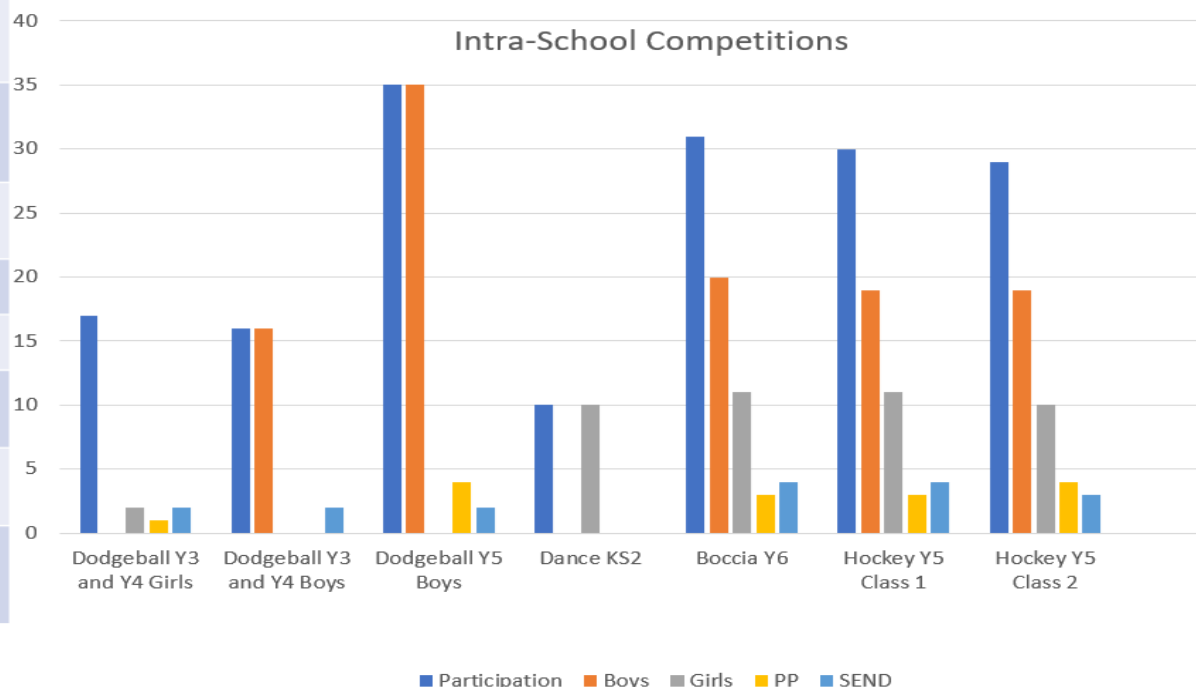
Year	Number	Girls	Boys
3	10	5	5
4	10	5	5
5	22	13	9
6	21	14	7

13 out of 21 girls in Year 6 participated in an INTER competition or inspiring event.

14 out of 22 girls in Year 6 participated in an INTER competition or inspiring event.

# Intra Competitions

Intra-School Competition Events					
Event	Participation	Boys	Girls	PP	SEND
Dodgeball Y3 and Y4 Girls	17	0	17	1	2
Dodgeball Y3 and Y4 Boys	16	16	0	0	2
Dodgeball Y5 Boys	35	35	0	4	2
Dance KS2	10	0	10	0	0
Boccia Y6	31	20	11	8	4
Hockey Y5 Class 1	30	19	11	3	4
Hockey Y5 Class 2	30	19	10	4	3
School Games Sports Day	420	243	177	44	48



The above data represents intra-school competition events which were organised and held through NPSB. In total, there were 8 competitions across all of KS2 year groups. Aside from the school games sports day, 59 girls participated in a competition event (a focus from the beginning of the year).

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	A.Reeson
Date:	20.07.23
Governor:	RKBahra
Date:	03.08.2023