

The Primary PE and Sport Premium

Planning, reporting and
evaluating website tool

Updated May 2023



Foreland Fields School

Primary PE and Sport Premium Report July 2023

Reporting on 2022/23 Expenditure

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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£18,789
Total amount allocated for 2022/23	£35,963
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2023/24	£17,115
Total amount of funding for 2023/24. Ideally should be spent and reported on by 31st July 2024.	£17,115

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>	We aim where possible to have all students be able to self-rescue by the time they enter KS4
<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>	4%
<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>	20%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	30%
<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 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:35,963	Date Updated: May 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: 31.5%
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:
For our pupils with profound and multiple learning difficulties to receive at least weekly sessions in the hydrotherapy pool. Sessions promote motor skills, body awareness, coordination and communication as well as building tolerance to new environments and experiences.	Weekly sessions for pupils with profound and multiple learning difficulties with 1:1 or 2:1 staffing to support the sessions	£5384	The warmth of the water has an effect on the individual neuro-muscular junctions which results in decreased muscle tone and decreased spasticity. Increased movement of joints - which is either more difficult or painful on dry land. Movement in the water and water pressure helps to reduce residual lung capacity for children and young people with chest problems. Creating turbulence around an extremity (i.e. arm or leg) can increase their awareness of the limb and help with mobility. Multi-sensory environment helps stimulate the senses whilst	Sessions to continue over the coming year.

			calming children with sensory and learning difficulties.	
Off-site swimming sessions, travel to pool and additional staff to provide support	Weekly swimming session for groups, which change on a termly basis. Staff claim overtime to support sessions. All sessions led by PE tutor.	£ 5943	Many of our pupils struggle to access mainstream swimming outside of school, due to their learning and social difficulties. Building the pupils capacity to access a community facility and to be confident in entering water as well as developing early swim skills is critical, especially as we live in a coastal area.	Sessions to continue over the coming year.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				17%
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 raise the profile of physical activity and development through continuous provision, break and play as well as discrete PE.	Audit existing equipment and identify equipment needed in order to ensure that the correct equipment is available for each sporting activity. Replace and introduce new sporting activity resources, e.g. footballs, etc. This will ensure that pupils are able to access all activities by having appropriate/adapted equipment.	£ 6006	Pupils are using fit for purpose equipment impacting on progress. The range of sporting activities offered to pupils increased due to new equipment.	To continue to monitor equipment to ensure it remains fit for purpose and in good working order.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Further develop the role of sports coordinator. Ensure he is able to deliver a range of different motivating sporting activities and upskill staff to improve their delivery of sport.	Unqualified teacher currently nearing completion of QTLS. Undergoing various training courses – inclusive sport mentoring Including membership of AfPE	£11,768 £1764 £815	Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years	Utilise the skills of the sports coordinator to upskill staff from across the school to improve delivery of sport.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:

Additional achievements: Improve range of sport after-school clubs. Ensure all pupils have access to clubs and fixtures. Support for families who struggle picking up children from multiple schools (wrap-around care). Continuation of bikeability and learn to ride programmes.	Ballot staff to identify their hobbies, interest and skills and ask if willing to run an after-school club. Advertise clubs to parents/carers and pupils to ascertain interest. Put in place after school fixtures including transport. Equipment to support bikeability and learn to ride	£3,129 £880 £100	Many after-school clubs are having to operate a waiting list due to a lot of interest, especially football.	Continue to offer sport after-school clubs to all pupils and attempt to increase range of sporting activities offered.
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Key indicator 5: Increased participation in competitive sport				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:
Sport related resources, medals, etc. Pupils are very motivated by 'winning' some kind of concrete object, e.g. cups, medals, etc.	Purchase medals and cups for sporting events including sports days and specific sporting events.	£174	Motivation to win a medal and a sense of pride and achievement in both taking part and achieving in the sport.	To continue to mark achievement in this way.

Signed off by	
Headteacher:	
Date:	
Subject Leader / Deputy Headteacher:	
Date:	