



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 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](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£2416.17
Total amount allocated for 2021/22	£17298
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19714
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 19714

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 2023. Please see note above	95%
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	95%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	95%
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?	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:	
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: 44.7%
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:
Yoga- for children to learn the importance of mindfulness and how this plays an important role in physical and mental activity. For children to practise core strength and mobility.	Yoga sessions are added to the weekly timetable in addition to weekly PE sessions. Each Year group will complete a 6 week block.	£1,700	Children have been practising Yoga now for 4/5 Years. Children have shown improvements in mood, flexibility and attitude towards physical exercise. Children who found it difficult to join in with Yoga at first now show good engagement and have been able to allow themselves to relax and feel it is a safe space.	To continue to provide Yoga sessions for each Year group.
Sports4Kids Lunchtimes- to engage children in a structured activity during lunch, to promote exercise and improve behaviour.	S4K to provide a lunchtime activity each lunchtime for a range of children. Children to have varied choice of sporting activity at lunchtimes.	£7,173	S4K have provided children with a range of games and sports they may not have otherwise played. As an adult facilitates the activity, children have been able to engage with a sport without the troubles of lunchtime squabbles. This has led to better behaviour and attitudes.	S4K will continue providing a range of activities for the next academic year.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				20.3%
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:
Children in KS2 have improved upper body fitness and strength to help improve their writing skills, physical fitness and determination.	Purchase of new KS2 play equipment in the playground for children to use during play times. Equipment that improves upper body strength (monkey swings, swinging bars). Play equipment to include flooring to ensure the equipment can be used all year round.	£2416.17	The upper body strength children have gained is noticeable through their fine motor skills. Children are receiving self-challenge during play times.	To ensure the equipment is kept safe and clean for future use.
Sport fundays including sports & winter sports day plus Coronation special - Children to participate in sport that they may have not experienced.	Progressive Sport & S4K to plan a sequence of sporting days for the whole school including sports & winter sports day plus Coronation special. The days to include a mix of competitive and team sports. Children to take part in sports they may not have experienced before to widen their skills.	£1560	Children joined in with a range of whole school days. 100% participation by the whole school and all children were engaged in sports. Children mixed in age groups to create a community feel.	To continue with at least 2 whole school day of sport due to the success of the events.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:

S4K School Sport App – teachers introduced to PESS App tailored to Brentry Primary School. S4K curriculum will help add more fun and engagement within PE delivery and skills development	All year groups to have 1 S4K sport coaches session a week in addition to class teacher led games session. Teachers are able to access the app to help support their teaching plus training from S4K staff.	£0	All children to be active during session's means children are feeling more successful during PE. This promotes a long-term love of exercise. Children enjoyed the challenge of the key skills. KS1/R engaged well with the music and stories the lessons are taught through.	Teachers will continue to receive training and support by sports coaches within school.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 27.8%
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:
Additional achievements: Balanceability – the UK's first and only accredited 'learn to cycle' programme for children aged 2 1/1 to 6 years old.	Children in Year R & Year 1 will take part in a 6 week programme that develops confidence, spatial awareness, dynamic balance and skills to ride a bicycle without stabilisers.	£1120	Pupils enjoyed balance bikes and other equipment sessions, constructed around games, challenges and new experiences.	To repeat for the new Reception class and Year 1 to complete Level 2.

Forest schools – Children to have quality learning opportunities outside, improving the mental health of children, resilience, independence and interdependence.	Children will take part in a 6 week block of Forest Schools starting with Reception. Shine will run the session on the school grounds.	£1600	Children enjoyed the element of risk and trust involved in forest school. They built their resilience in the outside area and children seemed extremely positive on their Forest School experience.	To continue Forest School so the whole school gets to participate.
Swimming – children to develop basic skills in swimming and build confidence. For children to be able to self-save by year 6 and use a range of strokes over 25m.	Children will take part in 6 sessions of swimming at Henbury leisure centre. Years R, 2, 4 (not funded by Sports Premium) & 6 will take part.	£2801	Swimming was successful after having a break due to covid. It was noticeable that our reception cohort had not experienced swimming before as they were 100% all non-swimmers for the first time. This showed us the importance of using our SP money in addition to send the infants swimming.	To continue swimming for years R, 2, 4 & 6

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				7.2%
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:
Competitive Sport - Having entered a single team into a local 7-a-side football league for several years, we wanted to find a competition that would allow	We responded to an approach by SHINE and asked to be a part of their new Competitive School Leagues, based in North Bristol. This	£500	Each league ran from November to May, with each team playing a mini tournament on 5 separate occasions, against 5 other schools.	We will enter the same competition next year, and look to expand our participation with a Y3 & Y4 team, and hopefully a

greater numbers to participate at their appropriate level. We had lots of children that wanted to play in a school team competitively, especially at Y5 and 6, but only one team could be entered.	allowed us to sign up two teams – one to the Premiership and one to the Championship. The Championship league would be of a decent standard, but not as challenging as the Premiership, which means that we could play a wider range of abilities.		The Premiership was of a very high standard, and it really pushed our able footballers. They competed well though. The Championship was of a good standard, but it allowed us to play and develop those pupils not yet ready for the Premiership. Over the months, 23 children participated in these leagues, developing a competitive edge, honing their skills and having fun.	girls Y5 & Y6 team involved.
Thompson Training- Sports specialist will coach school sports teams in order to enter them for inter-school games. Brenty can then be represented in a range of sports and activities, entering the competitions with good sporting knowledge and confidence.	Tuesday afternoons will be used for additional training with Thompson Sport. They will spend time with the whole classes giving everyone an opportunity to learn the sport before selecting the team. E.g Year 4 – cricket, 10 children will then be selected for intense training.	£960	As a school we were able to enter more competitions. Children felt more confident entering competitions and better prepared than previous years. Thompson Sport was able to direct talented pupils to clubs that are available to them in the local area. Many of our Year 6 girls joined a local team which was a great success.	Extra sports coaching will continue with S4Ks. Due to them delivering lunchtime clubs and helping with PE provision they will be able to support in a more rounded way.

Signed off by	
Head Teacher:	G. Clarke
Date:	31.07.2023
Subject Leader:	H.Jack
Date:	31.07.2023
Governor:	C.Pullin
Date:	31.07.2023