



The Primary PE and sport premium

Planning, reporting and evaluating website tool

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Commissioned by



Department for Education

Created by





Parkfield Community School 2023-24 Review



During each academic year, every primary school receives a Primary PE & Sport Premium Grant from the government. Each school receives a different amount of money depending on the number of children it has. In September, the Sport Premium Grant doubled. This was due to soft drinks companies having to pay a levy on drinks with added sugar.

The grant is given to help schools develop their PE curriculum and to increase the number of children participating in PE and sport in and out of school time.

Below is an action plan of how we intend to spend the Sport Premium Grant to best benefit the children.

The additional income provided to school through sports premium is designed to do the following;

- develop or add to the PE, physical activity and sport activities that your school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Schools can use the premium to secure improvements in the following indicators:

1. the engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
2. the profile of PE and sport is raised across the school as a tool for whole-school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

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: 2023/24	Total fund allocated: £21, 690	Date Updated:		
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school</p>				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Improve Outdoor Play and Learning offer.</p> <p>Ensure there are sufficient resources to ensure curriculum and lunchtime physical activity is well planned and delivered by staff</p> <p>MAT PE lead to design curriculum map.</p>	<p>Implement a more creative, physical, social, collaborative, and imaginative playground which is not dominated by sport.</p> <p>Audit of school resources to make sure school has the equipment to effectively teach the PE Curriculum and beyond.</p> <p>Curriculum map will ensure we are providing a broad and balanced program which meets the requirements of the national curriculum.</p>	<p>£5600</p> <p>£1000 for resources</p>	<ul style="list-style-type: none"> • Children are more engaged in active play. • Reduction in ‘wet play times’ • Pupil feedback demonstrated high levels of happiness and attendance. • Play is treated as a curriculum area, having SLT actions plans, which involve the children at the heart. • Improved behaviour, reduction in first aid, increased wellbeing and happiness. Risk management, self-control, emotional regulation, conflict resolution and collaborative solutions. • Equipment is maintained to high standard and new equipment to teach PE curriculum effectively leading to improves child happiness. • Pupil voice children know that they can seek ideas from each other and speak on behalf of their classmates regarding opportunities and equipment. 	<ul style="list-style-type: none"> • Pupil voice to collaborate with school for new equipment. • New equipment used for curriculum and extra-curricular activities. • OPAL (outdoor play and learning) equipment is usually sourced for free or through fundraising. • OPAL is sustainable as an effective long-term cultural change.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Employ a Teach of PE (TPE) who will work with the children during breakfast & lunchtimes to ensure an increased amount of daily physical activity.</p> <p>TPE to work alongside teaching staff to improve the quality of teaching and learning so that it is never less than good.</p> <p>Character Education</p> <p>TPE to deliver 5 after school sport-based clubs every week.</p> <p>Apply for a range of kitemarks to ensure external validation of quality of offering.</p>	<p>TPE to set up and run these activities during lunchtime for as many children as possible.</p> <p>Training for Lunchtime supervisors may be necessary.</p> <p>Commando Joe</p> <p>Identify range of sports clubs for both key stage 1 and 2.</p> <p>School Games, Pathway to Podium etc...</p>	<p>£2400</p>	<ul style="list-style-type: none"> • TPE increased opportunities for all pupils to be active throughout the week, in and out of classroom. • TPE delivered daily breakfast and after school clubs for all, plus additional opportunities for competitive sports. EYFS, KS1 and KS2. At capacity. • TPE allows children to experience PE both with their teacher and specialist. • PESSPA specific assemblies and social media posts highlighted children's achievements in school and the community. • Platinum School Games. Gold Pathway to Podium. Healthy Schools Award. • Commando Joe – To build character, self-worth and confidence in our pupils. To inspire happier, healthier living. To improve our pupil's empathy, resilience, kindness and fortitude. To empower our pupils, giving them the life-skills they need to thrive. 	<ul style="list-style-type: none"> • Pupil voice for Sport and PE to be embedded in School Council. • Continue to promote PESSPA within school and out on social media. • Develop a high-quality, inclusive curriculum and tailor towards school and children's emotional, social, and thinking, needs. ME in PE. • Road Map to be designed and PE vision to be communicated to all stakeholders/website. • Continue secondary school relationship about sporting talent.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
TPE to work alongside teaching staff to enhance and develop the quality of teaching and learning so that it is never less than good & purchase of new PE Scheme.	Clear support provided to staff to ensure more consistent delivery which is sequential and progressive.	£500	<ul style="list-style-type: none"> • Staff inset – PE Scheme. All staff fully aware how to use scheme to effectively teach. • Subject knowledge audits completed by all teaching staff to highlight areas to improve confidence and competence. • Ongoing weekly mentoring for TPE via MAT PE Lead throughout the year to maintain skill level. • Opportunities for TPE to visit other schools in the trust to enhance professional growth. • Bespoke CPD for all teaching staff based on current research. Initially targeted at ECT's and new staff before reaching out to whole staff. • Collaborative CPD and Coaching from MAT PE Lead increased subject knowledge and confidence. Post-CPD support maintained levels of competence. Visits from MAT PE Lead to verify levels of competence. • TPE attended a variety of sport specific CPD to enhance vocabulary. • Children enjoy teacher/TPE team teach PE, are keen to take part and have a desire to learn and improve. 	<ul style="list-style-type: none"> • MAT PE Lead CPD maintains the sustainability for all staff to be supported at being confident to deliver PE. • Ensure teachers and SC have access to model lessons. • Improved teaching results in happier children. • OPAL lunchtime staff training.
MAT PE lead to support TPE in the school. To ensure TPE has up to date and high quality knowledge.	Regular support meetings from MAT lead for TPE.	£7000		
MAT PE lead to model lessons for staff and observe lessons to build personalised support for teaching staff.	MAT PE Lead to work with staff via formal and informal CPD.			
CPD for staff provided via the local sports partnership with a focus on ECT and PE teaching staff. To increase and improve staff pedagogy	Staff to attend relevant training specific to national curriculum expectations.	£500		

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Participation in local sporting competitions will ensure participation in a wide range of sports. Lunchtime and after school clubs will also look at the variation of sporting opportunities.</p> <p>Opportunities to visit and be visited by local professional sports clubs.</p> <p>Employ sport specific specialists who will work with the children during lunchtimes, curriculum and extra curriculum to ensure an increased amount of daily physical activity and speciality teaching.</p> <p>Cycling proficiency.</p>	<p>Children to identify range of school activities they would like to be part of. As many of these suggested activities are provided via, lessons, lunchtimes, after school clubs and in local competitions.</p> <p>Research what can be obtained in curriculum, additional to and in the community.</p> <p>KDDK – Dance & Gymnastics</p> <p>Identify year groups with most need of Level 1 and Level 2.</p>	<p>No cost</p> <p>£4000</p>	<ul style="list-style-type: none"> • Increased opportunities to take part in social and emotional activities. • KDDK - Increased opportunities to take part in social and emotional activities. • Dance/Gym has increased opportunities for all pupils to be active throughout the week as well as in PE lessons. • Dance/Gym skill and knowledge retention has improved leading to better outcomes in PE. • Additional specialists allow more time for PESSPA in and out of the curriculum. • Social Media engagement. • Work with, Newman University, LTA, Worcester Rugby, Birmingham FC, British Gymnastics, KDDK Dance, BCU & Aspire Sports. • Bikeability allowed all KS2 children to complete Level 1 & 2. 	<ul style="list-style-type: none"> • Pupils are signposted to local/external clubs. • Use pupil voice and school council for effective use of KPI. • CF Promise that every child will represent their school. • Continue work with external providers and organisations. • Increase MAT Sport Festivals 24/25 for those yet to represent school. • Level 1 achievers actively travelling to school. • Continue cycling proficiency.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Increased participation in competition raises profile of sport and PE. School achievements are celebrated by school.</p> <p>MAT Competitions</p>	<p>Enrolment into local School Sports Partnership. Events organised across between local schools and across the MAT.</p> <p>Travel to other schools using partnership transport where appropriate.</p> <p>Membership to the Girls and Boys, Erdington & Saltley Football League.</p> <p>MAT PE Lead to organise gaps in needed areas of competition. Medals and trophies purchased.</p>	<p>£600</p> <p>£100</p>	<ul style="list-style-type: none"> • Increased Level 0 personal competitions within PE raises self-belief. • Both competitions and challenges promoted on social media. • Whole School Sports Day with winners advancing to Trust Olympics. • Children know and understand School PE vision. • Children explore new social connections. • SEND MAT specific events increase inclusivity. • Children feel valued. • MAT events all held at KES school, raising aspirations with high profile visitors. • Increased competitions have led to increase in after school club sign up. 	<ul style="list-style-type: none"> • Continue with School Games 24/25 local partnership. • Continue to provide competition for all. • Increase specific training for competitions. • Ensure calendar of MAT events to be completed and represented. • Continue to target those 'less active' children as well as G&T, SEND and those who have not represented the school yet, but would like to. • Medals for all and winning trophy highlights healthy competition.
Total committed spend- £21, 690				

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	
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 2022.	13%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	13%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	13%
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?	No