



The Primary PE and Sport Premium

Planning, reporting and
evaluating website tool

Colehill First School
July 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 2019/2020, 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 2021. 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 2019/20	£0.00
Total amount allocated for 2020/21	£17,230
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0.00
Total amount allocated for 2021/22	£17,230
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17,210

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	N/A
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 2020. Please see note above	N/A
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	N/A
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A
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?	N/A

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

Academic Year: 2020/21	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:	
			4.6%	
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:
Increase and enhance the quality of provision and participation rates in outdoor play and games activities.	We have increased opportunities for all children to be physically active during the school day through the procurement and use of outdoor play equipment. This is available in all outside spaces with Games Leaders trained on delivering personal challenges, weekly, and team games with this equipment.	£175 Nov £348 PE trolley (Jan) £209.85 - play leaders equipment and curriculum sets (Nov 2022) £26.35 balls - Feb £35.63 (March)	Pupils are making better use of outside space around the school with targeted equipment made available in each of these areas for Games Leaders to support and encourage physical fitness at playtimes. Equipment has provided a wider variety of physical education. Increased skills at playtime that has helped support teaching of key skills in lessons.	Sports Leaders to maintain ownership Sports Leaders to develop a bank of ideas to keep for repeating years. To work alongside partner school to share ideas and resources.
		Total - £794.83		

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				2.15%
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>KS2 pupils to further develop their confidence in sports leadership skills.</p> <p>To use wider participation in PE and sport to improve resilience, mental health and well-being.</p> <p>To ensure all children's sporting achievements are recognised.</p>	<p>Continue to develop the role of Sports Leaders for KS2 pupils. Increase CPD for pupils in training them up to lead assemblies and manage play equipment during play and lunchtime sessions.</p> <p>Hayeswood children attended Dorset Play Leader Academy training on 10th October. They then led their own play leader training to Games Leaders across both Hayeswood and Colehill First Schools.</p> <p>Stickers used as motivation and recognition of success</p>	<p>£61.50</p> <p>£10 January</p>	<p>Higher levels of engagement for all year groups at both break and lunchtimes.</p> <p>Sports Leaders acting as role models to the younger children.</p> <p>Links to school improvement plan- see intent.</p> <p>Children were keen to develop their personal best.</p>	<p>To continue to use and train Sports Leaders and their assemblies to raise the profile of PE and sport, with a focus on our 'personal best'.</p> <p>To extend the Sports Leader programme with their support and leadership in festivals.</p> <p>To use PE and sport profile to help target interventions- both physical and emotional.</p> <p>Continue to celebrate achievements and develop this by taking photos to celebrate on Google Classroom.</p> <p>To develop transitions from first to middle schools to support emotional and mental well-being.</p>

Sports Day involves sports leaders from Y4 and ensures full participation from all members of the school community.	<p>To plan and deliver an effective and successful Sports Day, engaging older pupils in the role of Sports Leaders.</p> <p>To develop leadership skills in other whole school contexts inclusively, building upon the teaching from sports leadership input.</p>		<p>All children had opportunities to take part in KS1 and KS2 Sports days. This introduced competition to KS1 and therefore resilience.</p> <p>It gave children the opportunity to 'perform' in front of an audience, again, supporting emotional and mental health.</p>	<p>To continue to run successful Sports Days allowing all children in the school community to take part in and be part of a team.</p> <p>Purchase medals for festivals and competitions.</p>
Enhance key children's wellbeing and health across the school, linking whole school improvement plan.	To buy and implement Storycise	<p>£300</p> <p>Total - £371.50</p>	Has allowed reception and Y1 more time for physical activity within the classroom.	To invest in buying books around physical activity and sport to engage those who need it.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				45.7%
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:

High quality planning and teaching of PE and games in place across the school, also enabling CPD for class teachers. New scheme was brought in to enable teachers to show differentiation and progression across all aspects of PE.	Continue subscription to PE online scheme of work 'Get Set 4 PE' to be used by all teachers and support staff to plan and assess pupils	£275	All teachers have continued to use Get Set 4 PE effectively, continuing to deliver high quality lessons that link to the progression maps created for this academic year. Staff have also used this for their assessments. During Ofsted, this programme helped teachers confidently state key skills that linked to the LO.	Since Ofsted, the PE Lead is using this programme to revise MTP from the school's PE progression map.
Assessment of PE is moderated and quality assured across the school leading to maximised progress in PE for pupils at all levels of achievement.	Dedicated leadership time for PE Subject Leader	£0	The new Progression Map for PE ensures that all pupils have consistently high levels of access to a systematic, structured and progressively planned curriculum. All teachers have completed end of year assessments for 2022-2023 based on the year so far. Get Set 4 PE scheme has been used to make these assessments.	Extend use of Get Set 4 PE website - signpost staff to CPD on here and give access to 'wrap around care' team.
AfPE subscription	Subscribe and share resource with staff.	£75		Renew next year.
High quality planning and teaching of PE and games in place across the school, also enabling CPD for class teachers	Specialist PE teacher to teach indoor PE including gymnastics and/or dance/yoga to all classes, on a rota basis, two mornings per week, in collaboration with class teachers and acting as a mentor and trainer to class teacher and TAs.	£7,515.72 Total - £7,865.72	Assessment evidence indicates good progress in PE for all pupils across each year group and in all aspects of the subjects. Teacher and support staff confidence in teaching PE has increased as a result of this CPD.	Audit of staff confidence in delivering different areas of PE. Timetable to be adapted, if needed, depending on teacher audit.

Key indicator 4: Broader experience of a range of sports and activities offered to <u>all</u> pupils				Percentage of total allocation: 35.4%
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:
Enhance active outdoor learning further with an emphasis on wellbeing and health as well as physical development.	<p>Forest School Specialist Teacher to teach Forest School 'active curriculum' to all children in Reception for two terms (Spring and Summer) one a half day a week with support of teaching staff in Reception. Specialist Teacher mentoring teaching staff during this programme.</p> <p>Forest School Specialist Teacher to teach Forest School 'active curriculum' to children in Year 1 in Autumn term for a half day a week with support of teaching staff in Year 1. Specialist Teacher mentoring teaching staff during this programme</p>	<p>£1,963.50 (Autumn)</p> <p>£1791.74 (Spring)</p> <p>Summer £1785 £7.54 whittling carrots)</p> <p>Total - £5,547.78</p>	<p>Teachers (Yr R and 1) and Specialist teacher initially assessed children using a resilience ladder and Leuven Well-being 'criteria'.</p> <p>All children across year R and 1 progressed by at least 1 step on these criteria and the class teachers have noted benefits to pupils' resilience in classroom as well as outdoor learning settings.</p> <p>The key children who were identified by the class teachers all made progress in their resilience and this really supported their learning in class.</p>	<p>Teachers to shadow Forest School lead in support of delivering outdoor learning.</p> <p>All year groups to take part in Forest School (outdoor learning) and this to be differentiated across the key stages.</p>

	Forest School Specialist and member of teaching staff to run a lunchtime club for children in Year 2, 3 and 4. Specialist Teacher mentoring staff during this program.			
Enhance children's skills and learning in Cricket in KS2, also providing CPD for Teachers.	Cricket coaches to work with Class Teachers to deliver Cricket skills sessions to KS1 and KS2.	Free	<p>Assessments and observations of sessions show that children had good levels of engagement with this sport.</p> <p>Children have signed up to the Dynamo's summer sessions at local cricket clubs.</p> <p>Children's social skills and understanding of team play and spirit had also developed as a result of these sessions – evidenced by teachers observations.</p>	Chance to Shine will return and PE Lead will work closely with their assessment and planning delivery so this links more seamlessly to Trust objectives.
<p>To engage SEN/pp children in cricket.</p> <p>This inclusive activity offers the children the chance to improve a host of skills and abilities including coordination, teamwork, communication, numeracy and Leadership Skills.</p> <p>As well as being a game that is played on an equal basis for all students it is an excellent way to engage students who are more disengaged with PE.</p>	<p>Table cricket bought for SEN/ELSA to be trained to use.</p> <p>New equipment was purchased so we now have a school set.</p>	Total £199.95 (Nov)	<p>A small group of SEN/pp children were given 6 weeks of additional time for physical activity.</p> <p>Teachers commented that their behaviour and teamwork skills improved over the 6 weeks.</p>	Increase the offer of table cricket to more children on a regular basis.

Enhance children's skills and learning in Football in KS1/2, also providing CPD for Teachers.	AFC Bournemouth coaches visit pupils in all KS1 & 2 classes to deliver PE sessions. AFC Bournemouth to also provide Active Maths sessions, Social Action Projects and PHSE sessions throughout the year.	£2,500 paid in Nov	Teacher confidence in delivering football skills has increased. Pupil engagement and enjoyment of football improved. Pupils for whom football was not a first choice activity engaged well.	Greater links will be made with AFCB and PE Lead surrounding planning and links to Trust PE objectives.
Increase and enhance the quality of provision and participation rates in such activities as games, dance, gymnastics, swimming and athletics.	A golf coach will deliver 6-week blocks of golf coaching for KS1 (target games are specifically mentioned in the new curriculum for KS1).	£350 Total - £6,100.23	Children were fully engaged with this new activity. New skills were offered linked to our 'target games' and 'striking' objectives.	A mini golf festival planned to increase inter school competition with partner schools.
		Total £15,132.28		

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:
To increase the opportunity to engage in competitive activities within KS2.	<p>All children participate in intra competitions and individual challenges (level 1).</p> <p>In addition, KS2 children will have the opportunity to take part in more Level 2 competitive festivals.</p> <p>Enter competitions/festivals offered by our SGO and PE Specialist.</p>	£0	<p>KS2 children experienced a wide range of mini festivals and competitions both intra and inter school competitions.</p> <p>Events attended that were run by SGO.</p>	<p>Purchase ,certificates, medals for festivals and competitions.</p> <p>A mini golf festival planned to increase inter school competition with partner schools.</p> <p>Continue links with Dumpton, and other community schools, for mini festivals.</p>

Signed off by	
Head Teacher:	Sharon Staddon
Date:	20.07.23
Subject Leader:	Claire Dawson
Date:	20.7.23