

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](#).



Details with regard to funding

Please complete the table below.

LANGFORD BUDVILLE Total amount carried over from 2021/22	£
Total amount allocated for 2021/22	£16,310
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£16,330
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£16,330

Swimming Data

Please report on your Swimming Data below.

<p>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</p>	Swimming safety is taught to all year groups and is included. All swimming sessions are delivered by swimming coaches employed at the local swimming pool.
<p>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</p>	67%
<p>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</p>	67%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	67%
<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>	This is largely to support swim clubs after school. Partially.

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: 17084		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: 25% approx
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>Pupils able to lead their own activities. Pupils know how to actively engage in sport games recreationally.</p> <p>Pupils able to track fitness and set PBs.</p> <p>Pupils understand fitness in local environment. Pupils know how a simple activity like walking can impact positively on health and wellbeing. Curriculum principle 'in your element' ensures various sports are experienced by pupils for them to find 'their ideal' sporting activity. Pupils know how different activities can keep them healthy. Pupils know what they like to do and do it regularly to be healthy/ Pupils know how the natural environment offers opportunities for fitness.</p>	<p>Retraining of the pupils on the active playground's designs</p> <p>1 pad purchased for pupil tracking-app available. Session for pupils on PBs.</p> <p>Regular walk to school sessions. Support for all pupils to attend-staffing additions.</p> <p>External sporting events regularly. Winter sports. Olympic sports. Dance and Gymnastics offer. Clubs run daily. Coaching days. Forest school membership and staff training. Forest school provision. Outdoor learning weekly.</p>	£4000	<p>Pupils able to lead breaktime sporting activities, track their progress and set PBs.</p> <p>Pupils know how a simple activities like daily walking can improve fitness and wellbeing.</p> <p>Pupils know and have experienced different sports to find what works best for them to develop life long habits of being healthy.</p> <p>Pupils know how to make best use of the natural and local environment to support them in being healthy.</p>	<p>Extend provision and use pupil voice in designing clubs.</p> <p>Pupil led sessions for parents and community.</p> <p>Pupils plan for younger pupils daily activities.</p> <p>PE hub of excellence developed in Federation to model and lead BP and innovation.</p>	

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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 25% approx
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 know the terminology: Physical Education, School Sport and Physical Activity and what these mean to them and how this has a positive impact on their health and wellbeing. All pupils will know how to keep themselves healthy and be able to select ways to do that. Pupils can and know how to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and can begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending. Pupils know how to perform dances using simple movement patterns, use running, jumping, throwing and catching in isolation and in combination. Pupils understand and know how dance and movement is positive for the health and wellbeing. Pupils know different dances and make links with other aspects of the curriculum. Music/ History/ Science. Pupils know how to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending Pupils know about and develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns. Pupils take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Engagement of all pupils in regular Physical Activity As above with daily activity led by sports leaders and with different activities and active stations. Mindfulness taught proactively and linked with healthy lifestyles. Engagement of home with walk to school- raising profile. Forest schools School development plan foci on outdoor learning The profile of PE and Sport in the school Engagement with numerous sporting activities. SASP membership. PE leader training. Increased confidence, knowledge and skills of staff PE leader training- swimming coach Coaching programme with focus on outdoor learning 4Broad range of sports and activities See below but sports provision is massively varied Increased participation in competitive sport House system and sports day events. Gymnastics/ Catch Ball/ Football and Cricket cross fed team games. Residential includes adventurous sports and all pupils attend. Evaluation teaching actively.	£4000	Pupils know all aspects of intent as detailed. Pupils know and understand the terminology to underpin their ability to verbalise their own next steps and desires to improve, leading their own learning. Pupils are able to shape their own pathways through a greater ability to evaluate and analyze their own performance. Setting own goals and challenges.	Moorland federation school as the centre of excellence for PE sharing and modelling best practice. Link routes for pupils to extend – private education route rivalled. Pupil leadership- ambassadors returning to school to model for other pupils.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				9% approx
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 know all national curriculum expectations. Pupils know all as above with KI1&2.	Training on swimming to offer extended sessions SASP membership Coaching investment time Chairing of WS sports by PE Leader coordinating an extended local offer	£1500	Pupils know all as noted above as this relates to the quality delivery from staff to deliver the above provision.	As above- Excellence hub. Pathways available. Pupil leadership. Performing arts provision- local theatre link.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				21% approx
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:
As per above with the curriculum principles for 'in your element.' Additional achievements: Dance Troupe / Gymnastics / Catch Ball Gala/ Cricket Comp/ Football Gala/ Moorland Fed teams/ Celebration Event / Sportsman ship rewards	Systematic review of yearly activities and pupil engagement tracking. Planned events throughout year and alignment of club opportunities. Equity for all programme.	£3500	Pupils in all MF schools able to compete and participate as teams formed with larger schools. Experience for all pupils. Competition between schools allows for healthy sportsman ship attitudes and life long habits to develop.	Pathways through. Wider and diverse opportunities from review. Pupil voice included in review.

<p>Additional achievements:</p> <ol style="list-style-type: none"> 1. Football club- 2. Tennis- 3. Swimathon- returning 2023-24 4. Catchball – 5. Morning fitness club- 6. quad kids-returning 23-24 7. Beacon to beach run- returning 23-24 8. Area sports-returning 23-24 9. Gymnastics- 10. Walk to School – 11. Winter Sports and Summer Sports Day 12. Martial Arts 13. Dance Troupe 14. Balance Ability- 15. Fencing/ street surfing and scooter club 16. Minehead eye – 17. Holiday Provision/ INSET provision 				
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				20% approx
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>Pupils know how to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Pupils appreciate and value the team ethos and sportsman ship behaviours.</p> <p>Pupils can articulate what they enjoy and why.</p> <p>Pupils are able to evaluate and analyze their own performance and that of team mates to help themselves and others improve and in addition apply analytical skills to strategy for the game-tactics.</p>	<p>Return of the sports lost during pandemic:</p> <p>Friday football every week and the football gala – covid allowing</p> <p>Tennis: West Somerset Champions, county champions- return from covid</p> <p>Swimming: champions for small schools, champions for ex/pta teams, champions for schools without an indoor pool.- return from covid</p> <p>Catchball</p> <p>Quad kids-</p> <p>Beacon to beach run – achievements- return from covid</p> <p>Area Sports</p> <p>Gymnastics-</p> <p>Rock climbing</p>	£3330k approx	Pupils achievement allows for them to engage with competition at a higher level, progressing to national and international levels of ability.	<p>Aim for the pathways for teams and individuals to progress- rival private sector.</p> <p>Widen offer to include other additional sports.</p>

		Subject Lead:	Carys Barnett (Head of School)
		Date	31.07.23
Exec Head:	Naomi Philp	Governor:	Helen Jenkinson
Date:	31.07.23	Date:	31.07.23