

# 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](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 2021/2022, 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 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	£0
Total amount allocated for 2021/22	£20,685
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£20,480
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£20,480

### 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. <b>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</b>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</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	22%
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	64%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	64%

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:	Percentage of total allocation:
<p><b>Key indicator 1:</b> 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</p>			
Intent	Implementation	Funding allocated:	Impact
<p>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:</p> <p>All pupils in Foundation stage to be introduced and continue to use REAL Play and REAL Foundations alongside REAL PE, REAL GYM and REAL Dance twice a week.</p> <p>All pupils in KS2 to continue with 2 hours of PE every week. One hour of REAL GYM and REAL Dance and one of REAL PE up to the end Spring 2, then to learn specific sports to give them the knowledge and skills to play in festivals and competitions both at school and against other schools.</p> <p>Assessments to show improvements in children's physical development as well as the whole child.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>1.3 All Foundation staff to deliver REAL Gym following training and begin using REAL Dance alongside REAL PE, REAL Play and REAL Foundations.</p> <p>1.4 All Key Stage One teachers to deliver REAL Gym and REAL Dance.</p> <p>All Key Stage 2 teachers to deliver REAL PE.</p> <p>Continue to teach specific sports in KS2 to enable children to access festivals and competitions.</p>	<p>£695</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>Teaching all pupils fundamental movement skills at a high-quality level through Real PE allows them to progress and achieve the end of key stage expectations. It supports consistency in delivery and assessment of PE by highlighting areas for improvement.</p> <p>Sustainability and suggested next steps:</p> <p>Continue the subscription to Real PE and provide staff further CPD to ensure it is being used successfully.</p>

Increase participation in physical activity during lunchtimes.	Train and support UKS2 sports leaders in organising and delivering physical activities at lunchtimes.  Replace and maintain lunchtime equipment such as balls, bean bags, skipping ropes.	£19.65	Sports leaders have assisted in supporting pupils in KS1 and KS2 at lunchtimes. They have run organized games and engaged pupils in physical activity during lunch times. Overall, activity, particularly in KS1 has increased due to their support.	Provide further training for sports leaders in autumn term to help them engage more pupils particularly in KS2.  Invest annually in playground equipment (balls, etc) as needed.
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				
<b>Intent</b>		<b>Impact</b>		
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:
PE Lead and staff to facilitate more opportunities both within and out of school.	2.1 Ensure implementation of curriculum planning and assessment procedures across KS1 and KS2. Long term and medium-term plans are in place ensuring progression of knowledge and skills in the delivery of all aspects of PE across the school. REAL PE programme set up throughout the school.  2.2 Subscribe to the GTS partnership to facilitate access to festivals and competitions. Attend local school competitions with in the community where possible as well as GTS provision. Participation within the Torrington Learning Community access to School Games Organiser.		REAL PE supports teachers subject knowledge and confidence when delivering PE. Teachers can deliver dance and gymnastics in a challenging and progressive way through the REAL PE lessons.  West Croft pupils have attended numerous events for participation and competition through GTS. Multi skills festivals, sports hall athletics, netball, football, gymnastics, dance, tennis, tag rugby, cricket and rounders.	Further training for staff on optimizing their use of the REAL PE website for lessons and assessment.  Continue to provide these experiences to a broad range of West Croft pupils to inspire physical activity.
		Percentage of total allocation: 73%		

<p>2.3 EYFS, KS1, LKS2 and UKS2 School Sports Days. Whole school intra and inter school sports competitions planned out for whole academic year.</p>	<p>Whole school participation in sports on Sports Days and a chance to inspire and share a love for physical activity throughout the school and local community.</p>	<p>Increase the range of competitive races at Sports Day for KS2 as pupil feedback shared that races were their favourite part.</p>
<p>2.4 Increased clubs by adding a KS2 netball and rounders after school club.</p>	<p>We won all our games in the year 3/4 rounders tournament and in the year 5/6 girls tournament. We had a broad range of pupils attend the mixed netball club and it introduced some of them to the sport.</p>	<p>Maintain the clubs we have had this year and enquire into external organisations providing additional sports clubs to broaden our offering to the pupils.</p>
<p>2.5 Competitive cricket league to run at West Croft in Summer term.</p>	<p>The cricket league gave our team a brilliant warm up as we went on to win the tournament at Bideford Cricket Ground.</p>	<p>Move cricket league to Summer 1 or Spring 2 so we can include more local schools.</p>
<p>2.6 Subject Lead to assess class assessment wheels at the end of each term to ensure quality coverage and identify the needs of children.</p>	<p>Pupils appear to be progressing evenly in all areas across the assessment wheels, this shows that our curriculum supports their learning of physical literacy and the fundamental movement skills.</p>	<p>Continue to assess and support teachers with the assessment wheels.</p>
<p>2.7 Ensure that the swimming programme is enabling all children to achieve their best in swimming and water safety.</p>	<p>All pupils in year 4 attended 1 term of weekly swimming. Pupils who had not yet reached 25m had an additional term and 3 pupils have been offered a summer top up swimming to help them reach their 25m.</p>	<p>Swimming for the 2023/24 year 4s is already being organised and further possibilities for top ups being considered.</p>

<p>Provide varied opportunity for increased physical activity by installing trim trail focused on strength.</p>	<p>2.8 Review and update quality equipment for curriculum and club use.</p> <p>2.9 Continue to ensure regular reporting of sporting achievements in assemblies, newsletters and School Dojo. Also use main page Dojo for advertising sporting opportunities in the wider community.</p> <p>2.10 Introduce UKS2 sports leaders to run games and sporting activities during lunchtimes to increase pupil physical activity in KS1 and KS2 playgrounds.</p> <p>2.11 Organise and facilitate Bikeability for all our year 6 pupils.</p> <p>2.12 Install trim trail that can further zone the KS2 playground and pupils</p>	<p>234.30 ( for bike servicing)</p> <p>£15,000</p>	<p>Safety inspection completed and advisories will be acted upon.</p> <p>Staff, pupils and the local community are aware of our physical activity endeavours via our whole school Dojo page and our Facebook page. We often have our marketing lead take photos and share them.</p> <p>Sports leaders have assisted in supporting pupils in KS1 and KS2 at lunchtimes. They have run organized games and engaged pupils in physical activity during lunch times. Overall, activity, particularly in KS1 has increased due to their support.</p> <p>We provided the opportunity for all year 6 pupils to take part in Bikeability at level one (learn to ride) or level two which includes road safety.</p> <p>This will provide an additional area of focus for pupils during</p>	<p>Advisories will be handed to maintenance team to repair.</p> <p>Continue to ensure the school community are aware of our experiences and successes through Dojo and Facebook via the school page. We will continue to share pupils sporting success from outside of school in our Friday celebration assemblies.</p> <p>Provide further training for sports leaders in autumn term to help them engage more pupils particularly in KS2.</p> <p>Continue to offer bikability and increase buy in by pupils by doing assemblies prior to the sessions.</p> <p>Provide regular challenges/competitions for</p>
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	<p>can use at break time and lunchtimes to increase physical activity and participation. The chosen trim trail is strength focused so as to focus on a different fitness component and increase the opportunity for transferable skills in climbing.</p>		<p>break time and lunch time. Behaviour issues during break and lunch have reduced through zoning already. The trim trail will serve as a broader sporting experience also as it can link to parkour, strength training and gymnastics. Finally we will use it to increase competitive physical activity by creating house and year group challenges to complete at break and lunch times.</p>	<p>pupils incorporating the trim trails to maintain engagement and promote physical activity.</p>
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<p><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>				<p>Percentage of total allocation: 0%</p>
<p><b>Intent</b></p> <p>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:</p>	<p><b>Implementation</b></p> <p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p><b>Impact</b></p> <p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<p>PE lead to develop and monitor PE across the school.</p> <p>PE lead to attend PE courses and meetings to develop own knowledge and to deliver whole staff training to all staff.</p>	<p>3.1 Lesson observations of each class and teacher to ensure high quality teaching and learning. Monitoring of assessment wheels to see progress across the whole school. To gain knowledge and ideas about how to take PE further forward and to ensure that staff have relevant knowledge and skills to teach to their classes. Monitoring to also take place through staff survey, pupil voice and photo/video drops.</p> <p>3.2 PE subject Lead to attend online briefings with Real PE team to keep up to date with current developments. Staff have the opportunity to complete online CPD through the Real PE website.</p> <p>3.3 To continue to buy in to the Primary Sports Development Partnership with GTS.</p> <p>3.4 To provide CPD and training to any new members of staff.</p> <p>3.5 Continue to ensure that the subject lead has opportunities to evaluate the impact of the PE curriculum.</p>	<p>Staff survey allowed teachers to show where they would like support. Sport Education and STEP principle for adaptive teaching have begun to be embedded into the curriculum as a result.</p> <p>REAL PE provided training for subject lead on how best to implement and PD opportunities in the area. Staff are confident and enjoy teaching PE.</p> <p>Additional sports added to the curriculum this year has been reflected in our successful tournaments in cricket and rounders. We won the local cricket tournaments for years 3,4, 5 and 6, boys and girls.</p> <p>West Croft won the local cricket tournaments for years 3,4, 5 and 6, boys and girls.</p>	<p>Further support is required for staff to successfully implement these ideas permanently. Resources, further training and monitoring will be required.</p> <p>Continue to subscribe to REAL PE and encourage staff to complete the free Real PE online training.</p> <p>Continue to have space in the curriculum to apply the pupils' fundamental movement skills to sports.</p>
<p>£1000</p>			

<p>External coaching companies to run sessions with staff support.</p> <p>Increase staff confidence in delivering adaptive and inclusive PE lessons.</p>	<p>3.6 Provide CPD for staff through Chance to Shine Cricket.</p> <p>3.7 Teaching staff PDM taken by PE lead.</p> <p>3.8 Rugby Tots providing CPD through sessions with nursery.</p>		<p>Sport Education and STEP principle for adaptive teaching were introduced to staff through PDM.</p> <p>Nursery staff will adopt some of the games and activities to use.</p>	<p>Continue the legacy of Chance to Shine by using their resources and equipment. Those teachers who were part of it this year will teach cricket to their class 23/24. If Chance to Shine can return they will deliver to different year groups.</p> <p>Continue to embed Sport Education and STEP principle for adaptive teaching in September.</p> <p>Rugby Tots or similar to deliver again in 23/24.</p>
<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>				
<p><b>Intent</b></p>		<p><b>Implementation</b></p>		<p><b>Impact</b></p>
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Percentage of total allocation: 15%</p>				

<p>Participation in GTS Sport Learning Community Transport to various events including Festivals for all year groups to be able to attend at least one festival and competitions</p>	<p>4.1 To continue to embed the festival/competition programme as part of the school's commitment to high quality opportunities for PE.</p> <p>4.2 Where possible transport costs to be kept as low as possible whilst still enabling children to attend festivals and competitions. Virtual competitions could also be accessed.</p>	<p>£2267.60 transport</p> <p>£75 festival attendance costs.</p>	<p>At least 30 pupils from each year group has participated in a trip to take part or compete in sport or physical activity this year.</p>	<p>Closely monitor the attendance for each trip to increase our reach of pupils.</p>
<p>Introduce our pupils to sports and physical activities they may not have other opportunities to access. We will do this through clubs and our school passport activities.</p>	<p>4.3 Purchase further curling equipment and fund an archery instructor qualification for a member of staff.</p> <p>4.4 Yoga, curling and dodgeball clubs.</p>	<p>£288.63</p>	<p>Each club was fully subscribed with a waiting list. Pupils had the opportunity to try a new sport for a 6 week block.</p>	<p>Maintain the clubs we have had this year and enquire into external organisations providing additional sports clubs to broaden our offering to the pupils.</p>
<p>Allow pupils to attend as many participation events as possible.</p>	<p>4.5 Rugby Tots delivered to nursery.</p>	<p>£450</p>	<p>This inspires our pupils to take part in more sport and physical activity.</p>	<p>Closely monitor the attendance for each trip to increase our reach of pupils. Monitor pupil physical activity outside of school time more efficiently.</p>

<p><b>Additional achievements:</b></p> <ul style="list-style-type: none"> <li>* Bikeability to be offered to all Y6 pupils</li> <li>* All children to access Forest School on a rota basis.</li> <li>* Year 1 &amp; 3 attended a multi skills festival.</li> <li>* Year 6 attended a Sports hall athletics festival and competition.</li> <li>* x2 Year 5/6 Netball team tournament.</li> <li>* x2 Year 5/6 girls football tournament. One of which we won.</li> <li>* Year 4 Girls football festival.</li> <li>* Year 3 attended tennis festival.</li> <li>* Year 5/6 boys football competition, we came 2<sup>nd</sup>!</li> <li>* Year 1 Cricket festival.</li> <li>* Year 3 gymnastics festival.</li> <li>* Year 4 tennis festival.</li> <li>* Year 3/4 rounders tournament.</li> <li>* Year 5/6 rounders tournament.</li> <li>* Year 5/6 tennis sessions for all</li> </ul>				
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pupils. *Year 5/6 girls' cricket. *Year 5/6 mixed cricket. *Year 5/6 boys football North Devon final.				
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
Intent	Implementation	Funding allocated:	Impact	5%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Sports Day (competitive) Inter Class competitions at the end of topics.	5.2 Sports Day for Reception, Year 1/2 Y3/4 and Y5/6 . Stickers and medals to be awarded for successes and achievements.		All pupils have a taster of competitive sports and an opportunity to take part in them throughout the year. This develops their resilience and team work.	Increase the range of competitive races at Sports Day for KS2 as pupil feedback shared that races were their favourite part.
Develop regular intra school competition.	Establish termly competition in KS2		All pupils have a taster of competitive sports and an opportunity to take part in them throughout the year. This develops their resilience and team work.	Implement more intra school competition by including it in assessment lessons. Engage with local clubs and opportunities to gain support with staffing intra school events during lunch times.

Introduce more inter school competition.	Attend the available GTS partnership competitive events (see additional achievements).  Introduce a Countdown Cricket league running from West Croft in the summer term.	£1000	Our pupils have gained a greater knowledge of competitive sport and the transferable skills that it requires.  We have had lots of success in these tournaments this academic year. We won year 3 and 4 boys and girls rounders tournaments and the year 5 and 6 boys and girls rounders tournaments. We have won the year 5 and 6 U11s boys football tournament and have gone on to compete at the North Devon finals. West Croft won the local cricket tournaments for year 3 and 4 boys and girls tournaments and the year 5 and 6 boys and girls rounders.	Key Stage 2 pupils to continue learning attacking and defending skills of games and modified games including basketball, netball, football and tag rugby and competed in small sided games at the end of the teaching sequences.
				Continue to develop competitive sport at West Croft by utilizing the connection with GTS. We will endeavor to attend all competitions virtual and in person next academic year.  Continue with the cricket league but try to move it to summer 1 or spring 2 so that more local schools can attend.  Organise additional friendly or "one off" matches with local schools in line with when we are running clubs. For example use the final week of netball club as a small tournament at West Croft.

Signed off by

Head Teacher: *Marston*

Date:	12   7   23
Subject Leader:	R Handbule
Date:	12   7   23 .
Governor:	
Date:	12/7/2023