

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 for The Mosley Academy, Anslow, Burton Upon Trent, DE139QD

Please complete the table below.

Total amount carried over from 2021/22	£4753
Total amount allocated for 2021/22	£17740
How much (if any) do you intend to carry over from this total fund into 2022/23?	£4753
Total amount allocated for 2022/23	£17810
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 22563

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	90%
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	90%
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	80%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	65%
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

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: %16
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?:	
<ul style="list-style-type: none"> Creation of a suitable indoor and outdoor timetable to ensure all children can access 2 hours of Physical Education per week. KS1 and 2 separate playtimes timetabled to ensure room for active play for 15 minutes during the school in the morning. Retraining of young leaders and redevelopment of playground zones to ensure a wide variety of activities can be accessed during lunch time. 	Timetable completed and shared effectively across whole school Young leaders trained by PE lead plus refresh activity areas during playtimes and new equipment purchased. Lunchtime play middays trained and provided with support to increase lunchtime provision		£3500	Impact to be measured as: 2 hours of PE time for all children on timetable and adhered to Pupil Voice Survey outcomes Active playtimes Lunchtime supervisor confidence	
				Begin OPAL playtimes at playtimes on yard too- also consider us of field over playtime for more space. Removal of the old boat on the playground to enable more space for free play and structured areas for equipment. Staff trained on OPAL so as they understand the importance of play and activity Reconsider playtimes as whole school to enable older play leaders to support younger children with clubs eg cheerleading, dance etc	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: %33
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:
<ul style="list-style-type: none"> Links to the new PSHE scheme purchased to encourage links between Healthy body Healthy mind including the provision of mindfulness activities within the zoned areas provided by young leaders. • Membership to ESSP to provide increased opportunities for Lower KS2 to increase their participation in competitive sport and experience a wide variety of alternative sports such as Boccia, Archery, Indoor Canoeing. Send LKS2 and UKS2 regularly to events Continuation of a Shared Vision for the school to 	<p>PSHE scheme fully embedded across all classes including updated training and confidence of staff to deliver lesson content and progressive learning opportunities.</p> <p>Attendance at ESSP meetings to actively engage in opportunities for children and promote attendance within school and to families to support.</p> <p>Ensure staff can be available to attend events. Enable parent volunteers to support events through DSB and training opportunities provided.</p> <p>Promotion of school sport through</p>	£7500	<p>Impact measured as:</p> <p>Observation over time of quality of play and activity levels</p> <p>Pupil Voice Survey</p> <p>Pupil behaviour</p> <p>PSHE floor books</p> <p>Logs of sports participation</p> <p>Parents voice</p>	<p>Update PSHE scheme and training refresher annually</p> <p>Consider staff training on active lesson opportunities to be built in to the school day</p> <p>Continue logs of attendance at events, targeting specific children who have not attended events to enable inclusivity</p> <p>Full staff training for OPAL to ensure full understanding and buy in for the principles of play and activity</p> <p>Introduce further opportunities for family involvement eg termly family mile, sponsored</p>

<p>develop PE, Sport, Health and Wellbeing, both for children and parents.</p> <ul style="list-style-type: none"> Investment of funding for OPAL to further develop outdoor physical activity and mental wellbeing to support children following the mental and physical impact of COVID Regular use of balance bikes to improve core strength of KS1 children leading to improved ability to sit for sustained periods and better improvement of handwriting positions. Regular use of quad climber to improve core strength across the whole school – daily access to all children leading to improved ability to sit for sustained periods of time and better improvement of handwriting positions. 	<p>newsletters, website, assemblies, noticeboard and events</p> <p>Begin OPAL opportunities across school, staff training booked in , children’s awareness, staff roles and responsibilities</p> <p>Balance bikes purchased and used to increase activity and core strength. Some use at lunchtimes to encourage children to engage with activity at lunch times.</p> <p>Increase use of field to enable children to access quad climber (and new trim trail area)</p>			<p>family walks</p>

<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation:</p>
				<p>%23</p>
<p>Intent</p>	<p>Implementation</p>	<p>Impact</p>		
<p>Your school focus should be clear what you want the pupils to know and be able to do and about</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</p>	<p>Sustainability and suggested next steps:</p>

what they need to learn and to consolidate through practice:			changed?:	
<ul style="list-style-type: none"> Support all staff members to develop their confidence in delivering effective, high quality physical education to the pupils, through links with ESSP, Burton Albion and Team teaching with experienced members of Staff. •Use of Get Set 4PE skills-based assessment programme for staff to use to support planning and development of children’s skills. • Second Year of Get Set 4 PE scheme Purchase to enable teachers to access innovative and progressive lessons to support their own planning and knowledge. Now able to use materials provided to improve knowledge of ‘What now - Where next’ and clear skill progression. • Learning walks evidence greater understanding of PE teaching and the development of clear questioning and the children understanding what they are learning and how they can improve. An increase in children wanting to participate in school teams and greater 	<p>Programme of team teaching, coaches sharing practice, knowledge and skills, attendance at PE courses to keep a focus on high quality delivery of PE and school sport</p> <p>Continued use of Get Set PE including assessments</p> <p>Subject leadership time for PE lead to include monitoring of lessons and pupil voice</p>	<p>£5,000</p>	<p>Impact measured as: Pupil voice</p> <p>Attitudes to participation in other physical activities, e.g. core PE lessons</p> <p>Impact measured as: Observation over time of quality of play and activity levels</p> <p>Pupil behaviour Clarity of progression of skill development</p>	<ul style="list-style-type: none"> Tracking of children across school to complete interventions (BACT lunchtime sessions and daily focused activities to increase activity levels) Staff survey on skills and knowledge- next steps for continuation of high quality teaching and learning/ Use of Get Set Explore further courses for specific staff eg ECT, new staff to the school, support staff Use of extended supplies to promote sports in specialist areas eg tennis coach, self defence sessions, cricket sessions

<p>success within events.</p> <ul style="list-style-type: none"> • Clear action planning from the PE Lead to structure robust plans for future development of Physical Education within school hours and extra-curricular time. • Attendance of the PE lead to termly networking meetings to keep up to date with current PE information and development. 				
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation: 13%</p>
Intent	Implementation		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>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>Increase in variety of extra-curricular clubs according to the children's interest.</p> <ul style="list-style-type: none"> • Opportunities for 'Taster' sessions with external clubs offering opportunities to engage with external opportunities. • Development of a yearly overview of after school clubs to ensure parents can plan ahead and include active lifestyle opportunities for their child across the year. 	<p>Pupil survey and assembly to explore needs and wants for extra curricular provision in order to roll out improved extra curricular provision.</p> <p>Utilize external club links for tasters in schools, advertising club links via twitter and newsletters, assemblies etc</p>	<p>£3,000</p>	<p>Impact measured by:</p> <p>Numbers of children involved in sports leadership opportunities, Pupil and parent voice</p> <p>Enhanced offer for after school clubs</p>	<p>Continuation of extra curricular club offer. Sent out prior to the end of each term to enable parents to plan in advance</p> <p>Staff ran clubs offered at reduced cost to families compared to external clubs</p> <p>Continue to invite external</p>

<ul style="list-style-type: none"> • Opportunities to lead and plan events for the school in the PE Crew – leading Intra School events and developing ideas with the PE lead using ideas and suggestions from the children. • Creation of a PE Crew board to show what is on offer for the children to become involved in. • BACT accelerated learning focus group once a week 	<p>Termly clubs planned and advertised in advance to increase pupil participation.</p> <p>PE lead to innovate and lead opportunities for children eg football tournament for charity</p> <p>Board in prominent place in school ie corridor to ensure children can access easily.</p> <p>BACT leading sports club, lunch time club and sports coaching sessions.</p>			<p>providers and specialists in to promote school sports and opportunities</p> <p>Explore inviting an inspirational sports speaker in to school to excite and motivate the children</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 18%
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>Affiliation the Dove Valley Sports Association to lead to greater involvement in competitions and opportunities to play at affiliated sports clubs. Football, Netball, Rounders, Cricket, Athletics, Hockey.</p> <ul style="list-style-type: none"> Affiliation to the ESSP Netball, Football Festival, Archery, Indoor Canoeing, Boccia, Athletics, Tag Rugby, Dodgeball, Handball this year a girl's football team entered for the first time, winning 2 matches. Increase pupil premium children having opportunities to compete for the school Purchase of further kit to enable more teams to compete for Mosley opportunities for up to 3 teams to compete this year. With regular entry of 2 teams to football and netball events. Greater number of staff leading events and taking the children to events allowing the children to see adult passion for sport within the school. Reflection of consistency of opportunities offered through monitoring of participation both in curriculum time and extracurricular activities. 	<p>PE subject leader Meetings and various events/workshops that increase children's activity levels and improve physical literacy; Enable opportunities to prepare children for competitions. Train staff and stay abreast of updates relating to PE and Sport.</p>	<p>£3,500</p>	<p>Impact measured as: Number of competition entries: Number of children entering competitions: trends over time % of pupils entering competitions Pupils attitudes to competitive sport and motivation to succeed</p>	<p>Sign up to the John Taylor Sports and activity partnership to increase opportunities for children</p> <p>Track children's involvement in sport both intra and inter sports opportunities more closely to ensure participation is distributed and inclusive</p> <p>Enable disadvantaged children to participate to a greater extent</p> <p>Increase offer of competitive sports opportunities in school time to enable all children to be involved- eg through reigniting house teams and assigning staff to be house captains to promote competition</p> <p>Look to gain sponsorship for further kit to be purchased.</p>
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Head Teacher:	Mrs Sarah Rowe
Date:	July 22 nd 2023
Subject Leader:	Mrs Natasha Ingham
Date:	July 22 nd 2023

Governor:	Mr James Gardner
Date:	July 22 nd 2023