

Evidencing the impact of the Primary PE and sport premium

Curriculum intent 2023-24

Commissioned by



Department
for Education

Created by



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TRUST



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 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 2022.**

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.

How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2023/24	£19,590
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024	£19,590

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	
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	20%
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	18%
What percentage of your current year 6 cohort are water confident?	88%
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

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:	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: %93	
Intent	Implementation	Impact	Sustainability and suggested next steps:	
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?:	
Curriculum – Physical Education <ul style="list-style-type: none"> We endeavour to develop competence to excel in a broad range of physical activities Enable students to develop an understanding of how to improve in different physical activities and sports, as well as how to evaluate and recognise their own success Ensure children are physically active for sustained periods of time, developing lifelong learning patterns for healthy living. Facilitate enjoyable communication and collaboration as well as safe and supportive competitive environments Physical Activity <ul style="list-style-type: none"> To develop pupil's knowledge of health and fitness through in-school mechanisms as well as outside partners and initiatives 	Curriculum – Physical Education <ul style="list-style-type: none"> Implementation of new PE Primary Curriculum Intent Continued to improve Long-Term plans designed and created to allow vertical alignment from Reception to KS2, in line with Readiness for transition to KS3. LTP PE. Designed the Long term plan with links through school with the Secondary PE Lead. 	£ 18,240.31	<ul style="list-style-type: none"> Increase in curriculum PE dedicated time: UKS2 <ul style="list-style-type: none"> 3 hours 20 minutes 2 x 1 hour lessons Lunch clubs 4 x 20minutes Access to: 4 After school clubs PW (50min) LKS2 <ul style="list-style-type: none"> 3 hours 20 minutes 2 x 1 hour lessons Lunch clubs 4 x 20minutes Access to: 4 After school clubs PW (50min) 	
			Increased knowledge of PE curriculum for whole school staff. Dedicated lunch time staff for activities to continue increasing offering more opportunities. Use of data to attract a wider population of the school to our clubs.	

<ul style="list-style-type: none"> To encourage safe and meaningful physical activity through playground activities and leadership To increase outside links to allow future social mobility through a range of leisure activities for interest promotion 				
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: %0
Intent	Implementation		Impact	
Your school focus should be clear what you want the staff and 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"> Recruitment within primary PE team with a team of 3 full time staff, one part time (3 days PW) and one afternoon PE teacher. Maintain external links with partners to create TDET. Increase provision from external partners for minimum to no financial outlay. PE now represented within Leadership Meetings within trust. PE awards embedded as part of achievement assemblies to maintain status as a subject 	<ul style="list-style-type: none"> Increased capacity and specialists – Development of staff with TDET PE team quality through weekly training. Increased visibility for whole school team within PE provision. Maximum 2 weeks gap between contact with link companies. Soft touch reminders and request for support/funding/initiatives/prizes where applicable Present and develop leadership within PE through Leadership meetings and training. 	£ 0	<ul style="list-style-type: none"> Multiple specialists over 3 schools. Increased number of extra-curricular clubs and links for fixtures. Fixtures included interschool netball, football, dodgeball. Further embedded links – development of 2 additional hours coaching with Wicketz – TDAJ and TDA senior school. PE / PSP Lead now invited to all Leadership meetings and related training for curriculum and enrichment. PE awards handed out weekly, including end of term assemblies for swimming and 	<ul style="list-style-type: none"> Maintain team for consistency of quality delivery. Potential to develop Sustrans, Cresset and Wicketz at Welbourne and TDAJ

	<ul style="list-style-type: none"> Awards for pupils in each year group 3-6 in assemblies. Closer work with the secondary PE lead to discuss further links through school. 		leadership focus	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
	%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:	£ 1,099.69	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"> Weekly training for Primary PE Team to continue, ensuring consistency of approach. Development and continuation of PE Curriculum Intent Development of LTP and MTP for PE, specific to local context and knowledge based curriculum Succession planning documentation and training to ensure robust continuation of high quality PE 	<ul style="list-style-type: none"> Friday CPD Curriculum Development and Intent for PE team in morning PPA. Core Power training to be aligned with full school staff. MTP developed with PE team to ensure progression and succession of learning throughout unit. Based on assessments and specialist teachers assessments. 		Pupils increased knowledge with a more fulfilled curriculum. Teachers feel more confident teaching all elements within the curriculum. Increased engagement within both curriculum lessons and afterschool clubs. Increased performance within inter and outer trust competitions.	Swimming teacher qualifications to lower cost of swimming over the long term.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation:
	0%

Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested

what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
<p>Additional achievements:</p> <ul style="list-style-type: none"> • New PE curriculum which incorporates a wider range of sports and activities to broaden pupils experience and increase cultural capital. • Increased opportunity through clubs and competitions. Not just the gifted and talents. • Sports leadership programme and promotion with whole school responsibilities. • Peterborough United links with school visits and tickets to both male and female football matches. 	<ul style="list-style-type: none"> • Vertical alignment of new core knowledge areas. Development of alignment within yearly overview. 	<p>£0</p>	<ul style="list-style-type: none"> • The number of different activities and sports offered within curriculum time developed from 10 to 15 within the academic year, including: • The number of different activities and sports offered within after-school activities developed from 6 to 14 within the academic year, including: • Average pupil rating for range of sports and activities in PE was 4.5/5, which shows pupils were very happy with their choices. However, with the school offering more clubs outside of PE. More data should be used to attract different children. 	<ul style="list-style-type: none"> • Continue to work with the children to discuss which sports from the curriculum should be taught in clubs. For example, Archery. • Continuation of curriculum knowledge to build on this year's engagement. • Girls football to continue with further competitions to progress games knowledge. • Introduction of sports leaders from KS3 to run competitions and clubs. • Increased competitions across the trust.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%1
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>School Sport</p> <ul style="list-style-type: none"> Increased number of competitions within Trust schools to compensate for limited external competitions or festivals in 2023-24 To offer a range of extra-curricular activities such as competitions, clubs and education trips to develop and support physical education in the school 	<ul style="list-style-type: none"> Larger competitive fixtures/festivals within the trust and local area. To be organised by primary PE team with the assistance of secondary sports leaders. Continued development of Trust schools calendar and promotion to Heads/Principals for friendly but competitive formats. Increase parent contact through spectating and support for pupil's, leading to club links development. This will be achieved through letters and use of new online systems. Extra-curricular clubs to increase allowing FREE access to all pupil ages from Year 3-6. Club numbers to increase and form feedback for future club, coach deployment and potential competitive fixture links. 	£250	<ul style="list-style-type: none"> TDAJ fixtures pupil's within local area. <ul style="list-style-type: none"> Football x 9 Girls Football x 1 Cricket x 1 Dodgeball x 2 Netball x1 Rounders x1 TDAJ festivals pupil's within local area. <ul style="list-style-type: none"> Football x 1 Rounders x 1 TDAJ Sports Day 	<ul style="list-style-type: none"> Continued links within the trust with both secondaries and remaining primaries. This will allow for sustainable competitions within trust, whilst also allowing longevity to friendly rivalries and sporting peer groups. PE lead to work with extracurricular lead within TDAJ and TDA to plan future clubs to avoid overlap and confusion with greater opportunities offered across a range of activities for children.

	<ul style="list-style-type: none"> • Clubs to hold average of over 75% to be deemed sustainable and successful • Use of trust mini bus to reduce cost for travel to and from competitions. • Combination of developmental and competitive events with certificates and trophies awarded. 			
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Signed off by	
Head Teacher:	Lucy Burks
Date:	01/07/24
Subject Leader:	David Cope
Date:	14/06/24
Governor:	John Turner
Date:	10/07/24