



The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 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 governance 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 2022/2023, 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 2024/25.

This document evidences the school’s ongoing self-evaluation of how funding is being used to secure maximum, sustainable impact.



Details with regard to funding

Please complete the table below.

Total amount carried over from 2022/23	£0
Total amount allocated for 2022/23	£42,000
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2023/24	£50,654
Total amount of funding for 2023/24. Ideally should be spent and reported on by 31st July 2024.	£19,290

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 practiced 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>	
<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>	87%
<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>	82%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	75%
<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>	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: 2023/24	Total fund allocated:	Date Updated: 2023/2024		
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:	
			%	
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?:
High Quality PE Teaching The primary focus for the school is on the ongoing employment of a part-time, highly trained PE specialist teacher, whose role is to ensure high quality sporting provision for all pupils and to improve their progress.	The delivery of high quality PE teaching has been achieved through our part time employment of a specialist PE teacher. We also work on initiatives to support less active pupils.		In excess of £40,000/annum	This improves the quality of the PE teaching on offer during the core school day. It has increased pupil satisfaction and enjoyment levels. It has also widened the range of sports available to our pupils. This impact can be evidenced from pupil satisfaction questionnaires and improved performance amongst pupils as monitored by the PE lead.
				Sustainability and suggested next steps: This is a sustainable measure as this appointment is permanent. Next steps are to ensure that the provision continues to improve and reflects the needs of pupils at all attainment levels; the less active and also the more active.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: %
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 ensure that PESSPA is highly integrated into the school day, with opportunities for sport and physical activity being widespread and varied. To offer a very wide range of sports during the core day and to enrich this offer with extended day activities.	<p>In addition to our core school day offer, we ensure our pupils have access to a range of after school sport clubs such as Tai Kwando, yoga, football, racquet sports, netball, athletics/multisport, dance. We have engaged the services of a range of specialists including Elm Sports, Stretch Yoga and Dance Focus to help us deliver these sessions with high quality specialist coaching.</p> <p>To raise the profile of PESSPA, we work on an ethos of constant recognition for sporting achievements around the school. Medals are awarded on a regular basis for soft skills such as participation, encouragement and leadership, and there is a culture of reward for strong personal and social skills in sport, eg. showing determination, teamwork and resilience, and again, leadership. The year finishes with a whole school sports day which is competitive yet fun for all pupils of all abilities. This event is largely run by the Year 6 pupils, who develop and demonstrate their leadership skills in order to run this</p>	£2,000	The measures taken create a culture of achievement and recognition for sporting engagement, as well as creating a wide range of opportunities for pupils to try different activities which may ignite an interest in sport and physical activity. This impact can be evidenced from pupil satisfaction questionnaires, and levels of participation / engagement.	We build on the relationships we have with outside organisations constantly; to ensure they are sustainable. We also look for new links where needed.

	<p>event successfully.</p> <p>The school also has strong links with partner organisations to aid event participation and spark further interest in sport:</p> <ul style="list-style-type: none"> · Alleyn's Sports Academy · Burgess Sports which includes Peckham BMX, Southwark Tigers rugby, Southwark city tennis, Burgess Park Cricket Club, Lynn Boxing Club, London Community Boxing. 			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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:
Our Specialist PE teacher enhances sport provision across the school teaching team by providing specialist sport CPD to other teachers. This is to ensure that all pupils receive a high quality PE experience with every lesson they participate in.	<p>Actions include:</p> <ul style="list-style-type: none"> · An updated PE curriculum for other teachers to follow which allows for consistency across the school and further targeted progression of skills . · The sharing of best practice across the teaching team to ensure high quality PE teaching. · Advice and guidance on policy updates and developments in Primary PE teaching. <p>The PE lead has also delivered professional development to all class</p>		<p>As a result of the actions outlined, the Heber teaching team is well supported and has developed a range of skills to deliver effective PE lessons. The impact of this measurable in staff confidence to deliver effective PE lessons.</p> <p>In house training from the PE lead has also seen a more consistent approach to indoor PE sessions taught by class teachers, particularly in relation to ethos around sport, leadership and competition.</p>	This is a permanent investment which will continue to be built upon, with good practice being shared with new staff as needed.

	teachers who lead additional PE sessions with their classes, in order to achieve consistently high quality provision through or PE curriculum.			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
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>Additional achievements:</p> <p>Our focus is to expand the offering of different sports and activities as much as possible, from the regular sports to the more unusual, and to provide opportunities for PESSPA outside of the core curriculum offer.</p>	<p>Sports being offered during regular PE lessons are: Tennis, Football, Rugby, Athletics, Hockey, Cricket, Rounders, Kabaddi (Indian tag sport), Gymnastics, Dance, Leadership skills, Basketball, Netball, Dodgeball, Handball, Wallball, Boxercise, climbing and playground games.</p> <p>The core teaching of these sports is supported by the following specialist sport experiences within the school day:</p> <ul style="list-style-type: none"> · Swimming lessons for KS2 · Cycling proficiency for KS2 · Dance workshops from Alleyn's · Regular use of Alleyn's field for outdoor sport lessons ie. Athletics. · 'Tiny Tigers' rugby provision for KS1 <p>The links and expertise that our</p>	£3,000	The experience of trying a wide range of different activities is designed to ignite passion and enthusiasm for a range of sports, some of which our pupils may not have had the opportunity to try before.	To maintain and further develop links and ensure a wide range of opportunities are created.

	<p>specialist PE teacher has, mean that the school is able to signpost children to a large variety of external sport clubs. The school is an active member of Burgess Sports - an association of 10 local sports clubs - and our PE specialist currently chairs this group.</p> <p>We have obtained places on holiday sports camps with Burgess Sports for our less active students, these initiatives are being delivered to pupils at no cost, to encourage wider participation, and there is the capacity for pupils to engage for up to 50 school holiday days per year. On occasion, pupils are given supported access to specific sports clubs in the neighbourhood based on their interests. We have also obtained places at Alleyn's Sports Academy who offer our disadvantaged pupils a weekly, long term initiative partnered with a range of professional sports clubs.</p>		<p>This has broadened the range of sporting opportunities for a significant portion of our pupil population outside of school hours, and significantly impacted on the skills and competence of children who regularly attend these initiatives.</p>	<p>This is a sustainable measure as the PE lead is also the liaison at Burgess Sports, and the partnership with Alleyn's is well established.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about	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	Sustainability and suggested next steps:

what they need to learn and to consolidate through practice:			changed?:	
<p>The school focus is to maximise participation in as many competitive fixtures as possible, with the intended impact of sparking interest and driving an improvement in performance, as well as raising confidence. Our pupils participate in a wide range of competitive sporting events, both within the school day and as extra-curricular activities:</p> <ul style="list-style-type: none"> · Local schools Football, Netball and Basketball Leagues run by our PE Lead. · School football, netball, and basketball regular training sessions, occasional mini-tournaments & school tournament fixtures. · Whole school Annual sports day at Alleyn's sports field · Heber Fun Run at Dulwich Park · Local cross country competitions 	<p>We have already achieved the action of creating new opportunities to take children to many more fixtures. Children have had fixtures in football, rugby, cross country, netball, and basketball. Our specialist PE teacher is continuing to develop a programme of fixtures with local schools to ensure as much access to competitive sport for our pupils as possible. We currently lead a network of 7 local schools, arranging fixtures, but are hoping to extend this to a wider group. This includes working alongside local private schools who offer use of their facilities that our children are able to benefit from.</p> <p>We have a house system that allows for competitive sports days events. There are now 12 different events run for the whole school, including children from Nursery to Year 5.</p>	<p>£2,000</p>	<p>Participation in these events encourages interaction and higher levels of performance and sportsmanship for the more gifted pupils by competing against schools across the borough of Southwark and beyond. This programme also includes a range of inclusive events which are about fun rather than competition, such as our hugely popular fun run.</p> <p>We have increased the number of fixtures we attend. In Autumn term , 93 children from years 3-6 competed in a range of matches and sporting events. (57 Girls and 36 Boys)</p> <p>During Spring term, 98% of Year 6 were involved in 6 matches and tournaments. Year 5 girls and boys attended 5 tournaments, which equated to over half of the year group participating. Year 4 attend 3 tournaments for boys and girls which included 21 boys and 21 girls from across the year group. Year 3 children attended 2 tournaments, including 16 boys and 16 girls from the year group.</p> <p>We attended two cross country events, with 54 children from years 3-6 attending. Our Year 3 boys won a cross country tournament at Alleyn's.</p>	<p>The fixture programme is continually developing and growing and has a sustainable base for future years. Next steps will be to try to increase the reach of local schools with whom we can arrange fixtures.</p>

Signed off by	
Head Teacher:	Rivka Rosenberg
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Subject Leader:	Vernon Neve-Dunn
Date:	July 2024
Governor:	Joanna Watson
Date:	July 2024