

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	£9,184
Total amount allocated for 2021/22	£19,360
How much (if any) do you intend to carry over from this total fund into 2022/23?	£14,020
Total amount allocated for 2022/23	£19,420
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£1,939

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p>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?</p> <p>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 2022.</p> <p>Please see note above</p>	55%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	38%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	28%
<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>	Yes/No

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Evidencing the Impact of the Primary PE and Sport Premium at Arunside School - 2022-2023



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YOUTH
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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:		
<p>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</p>			Percentage of total allocation:	
			2%	
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: <i>What do pupils now know and what can they now do? What has changed?:</i></p>	<p>Sustainability and suggested next steps:</p>
<p>-Encourage children to be more active in their lunch and break times. -To promote a healthy, active lifestyle that is fun/different for the children. -To ensure all classes have access to equipment every break time.</p>	<p>-PE lead to order and organise lunch time play equipment. -PE lead to monitor the use of the lunch time play equipment (large apparatus, gym equipment, play equipment). -To ensure the Rota is being followed so all children have equal opportunity to be active on the equipment.</p>	<p>£405.20</p>	<p>Evidence: -Children are being more active at lunch times through use of the play equipment. -Children are excited to be active. -Children are playing team games cooperatively. Wider impact as a result from above: -Increases interest in Sport and a healthy lifestyle. -Children enjoy an alternative form of exercise (gym equipment) that isn't always available to them at this age.</p>	<p>-To regularly audit/replace lunch time play equipment. -To train Sports Leaders to lead lunch time activities. -Sports Coach to deliver further lunch time clubs to further improve activity levels. -To incorporate the gym equipment into clubs/PE lessons.</p>
<p>-Partnership with a specialist Football Coach to deliver high quality PE (1 session per class) and to develop teaching and subject knowledge for non-specialist staff and support staff. -Increase links to external clubs to encourage children to be active outside of school.</p>	<p>-PE lead to liaise with Sports Coach and organise accordingly. -PE lead to monitor effectiveness and gain feedback from staff and students on sessions.</p>	<p>N/A</p>	<p>Evidence: -Children are developing their skills and techniques through high-quality teaching and lessons that are fun and engaging. -Children are actively more interested in new clubs that are offered and showing a willingness to be involved. <i>-Pupil Voice: 'Steve helped me get better'. 'He is a really good coach'. 'I don't normally like football but it was fun'. 'It was great that we could practice different skills'. 'I loved kicking the football'. -Staff Voice: 'Steve was very engaging and had a great rapport with the children'. 'He gave me lots of ideas that I could incorporate into my football'</i></p>	<p>-To continue this partnership on a long-term basis. -To further build on a progression of skills through continued delivery of sessions. -Staff are able to take this knowledge/CPD and incorporate this into their own lessons.</p>

<p>-Promote safe active travel to and from school.</p> <p>-Encourage PP children to be more active during lunch times.</p> <p>-To provide PP children with opportunities to improve sporting techniques and be involved in team games/matches.</p> <p>-To promote a healthy, active lifestyle that is fun/different for PP children.</p>	<p>-Office staff to put out signage and information about parking and driving near the school.</p> <p>-School to encourage park and striding through the school 'walking bus' week.</p> <p>-Staff to support with the walking bus.</p> <p>-PE lead to liaise with 'Elite Development Coaching'.</p> <p>-PE lead and teaching staff to help select PP children that would benefit from further sporting opportunities.</p>	<p>N/A</p> <p>N/A</p>	<p><i>lessons'. 'He was brilliant with the younger ones and the lesson was age-appropriate and accessible to all'. 'It was a great way for the children to practice specific skills and techniques'. 'The children really enjoyed it and participated well'.</i></p> <p>Wider impact as a result from above:</p> <p>-A number of pupils are more interested in joining a football club outside of school.</p> <p>-Teachers received high quality CPD, guidance, reasoning and ideas.</p> <p>-A greater number of children walked to school on the 'walking bus'.</p> <p>-Children were enjoying being active and liked walking whilst socialising with peers.</p> <p>Evidence:</p> <p>-PP children are being more active at lunch times.</p> <p>-PP children are excited to be active.</p> <p>-PP children are improving their skills and techniques in a range of sports and are enjoying the opportunities to participate in small matches.</p> <p>-Behaviour at lunch times (on Wednesday and Friday) has improved as more children are sensibly occupied.</p> <p>Wider impact as a result from above:</p> <p>-Increases interest in Sport and a healthy lifestyle.</p>	<p>-To continue to promote the safe/sustainable travel to school in Arunside Announcements and through assemblies.</p> <p>-To continue this partnership on a long-term basis.</p> <p>-To look into offering 'girls only' sessions.</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:

3%

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: <i>What do pupils now know and what can they now do? What has changed?:</i></p>	<p>Sustainability and suggested next steps:</p>
<p>-Ensure children have sufficient equipment to participate effectively in all curriculum PE.</p>	<p>-PE lead to audit equipment and ensure adequate provision.</p> <p>-PE lead to purchase new equipment.</p> <p>-PE lead to look ahead at new lessons in the 'Get Set 4 PE' scheme and purchase equipment</p>	<p>£508.72</p> <p>£192.46</p>	<p>Evidence:</p> <p>-Children are able to participate effectively in a wider range of games and sports in curriculum PE time with sufficient equipment for them to use.</p> <p>-Children can access skill-based lessons where they</p>	<p>-Ensure equipment is stored and looked after correctly.</p> <p>-Ensure equipment is adequate/ sufficient in the future.</p>

<p>-Increase links to external clubs to encourage children to be active outside of school.</p>	<p>needed. -Use new equipment to engage children in curriculum PE lessons/after school clubs.</p> <p>-PE lead/Headteacher/SLT to ensure provision of after school clubs from external providers (to include football, rugby, dance, multi sports, dodgeball). -School office to keep registers of attendance. -PE lead to monitor attendance/demand.</p>	<p>N/A</p>	<p>are all regularly active. Wider impact as a result from above: -Children have experienced a wider range of activities in PE lessons. -Children have greater exposure and practice for competitions and festivals. -Increases interest in Sport and a healthy lifestyle.</p> <p>Evidence: -Children are actively more interested in new clubs that are offered and showing a willingness to be involved. -Children are joining in with 'alternative' sporting options such as 'Wheels club' and 'rollerblading club' – Teacher led. Wider impact as a result from above: -A number of pupils are joining clubs outside of the school environment. -Children are becoming more active.</p>	<p>-Develop resources as necessary. -Ensure storage solutions for the shed are maintained. -Purchase of resources that facilitate active play in EYFS.</p> <p>-To review clubs yearly for possible alternatives to encourage more children to participate. -To continue to look at 'alternative sport' options – To engage a greater variety of children. -To continue to link clubs with upcoming competitions to offer greater opportunity to practice skills and tactics.</p>
<p>-Raise awareness of PE and Sport taking place in school.</p>	<p>-Sports Coach to upload photos of PE happening in school/Competitions/Tournaments. -PE lead to provide competition/tournament certificates to share in 'Wonder Wall' assemblies. -Sports Coach to share competitions/tournaments photos for the newsletter.</p>	<p>N/A</p>	<p>-Children are regularly reminded about what the school offers. - Children feel encouraged and proud to have competed in a competition/tournament and to have represented the school. -Children are actively more interested in sporting opportunities that are offered and are showing a willingness to be involved. Wider impact as a result from above: -Increases interest in Sport and creating a healthy lifestyle. -Children are more prepared to involve themselves in competitive/higher pressure environments.</p>	<p>-To improve the sporting offer/updates available on online platforms (Website, Facebook etc).</p>
<p>-Continue to work in partnership with other local schools.</p>	<p>-Sports Coach to arrange 'friendly football' matches against other schools. -PE lead to collaborate with other schools to ensure 'friendly' competitions can take place.</p>	<p>N/A</p>	<p>-Children are developing their skills and techniques through 'friendly', competitive opportunities. -Children have a great sense of pride when representing the school. Wider impact as a result from above: -Children have greater exposure and practice for competitions and festivals. -Increases interest in Sport and a healthy lifestyle.</p>	<p>-To continue to work in partnership with other local schools. -To look for further opportunities to have 'friendly' matches in a range of sports.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 43%
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:	<i>Evidence of impact: What do pupils now know and what can they now do? What has changed?:</i>	Sustainability and suggested next steps:
<p>-Continue to employ a Sports Coach to support the development of the curriculum further.</p> <p>-This will inspire children and enhance their learning experience.</p> <p>-This will provide staff with the opportunity to receive high quality CPD to enhance their teaching of PE.</p>	<p>-Sports Coach to liaise with class teachers to support planning and delivery of PE.</p> <p>-PE lead to measure the impact of teacher CPD.</p> <p>-PE lead to observe sessions to ensure provision is adequate.</p> <p>-PE lead to work alongside the Sports Coach to provide good competition/festival and club opportunities for a variety of children.</p>	£7,970.38	<p>Evidence:</p> <p>-Children are receiving high quality PE lessons.</p> <p>-Children have had a wider range of exposure to a variety of sports and activities (6-week blocks) including some 'alternative' sporting options (golf, dodgeball, fitness, OAA etc.).</p> <p>-Children are developing their skills and techniques through a multi-sports approach.</p> <p>-Children report positively on experiences in lessons.</p> <p>-Topics and Dance are linked where possible and therefore skills and knowledge increase as children progress.</p> <p><i>-Pupil Voice: 'I love that we are doing sports we haven't done before'. 'Mr Lindsey is good at sport so he can always demonstrate the skills'. 'We are playing more games'. 'I like PE lessons with Mr Lindsey'. 'He always helps me get better when I am struggling'. 'I like doing activities with Mr Lindsey at lunch time'.</i></p> <p><i>-Staff Voice: 'Jake to lead and support sessions is great for my personal development'. 'Having Jake is fantastic for the children and staff'. 'Having Jake in to teach PE for one of their weekly lessons is really useful because it means that the children are being taught high quality PE lessons by someone who is an expertise in the subject and, as a teacher, I get ideas watching him teach the lessons'.</i></p> <p>Wider impact as a result from above:</p> <p>-Aids towards increasing pupil participation in competitive sport and inter-school competitions.</p> <p>Evidence:</p>	<p>-To continue to work with the Sports Coach to raise the profile of PE in school.</p> <p>-To continue working with the Sports Coach to develop after-school clubs.</p> <p>-PE lead and Sports Coach to continue to engage with more competitions.</p> <p>-Continue to develop CPD opportunities for staff.</p> <p>-Continue to offer children new experiences to develop confidence and enthusiasm towards being active.</p>
-PE lead to attend Horsham PE Network	-PE lead to liaise with other local PE coordinators			

<p>meetings to keep up to date with local events, information and improvements.</p> <p>-Subscription to 'Get Set 4 PE' scheme of work to support the development of the curriculum. -This will support children in being active, offer them new sporting/ physical activity experiences and enhance their learning and progression of skills. -This will provide staff with the opportunity to receive high quality CPD to enhance their teaching of PE.</p>	<p>and feedback relevant information and participate in events.</p> <p>-PE lead to create a 'curriculum map' personalised to meet the needs of Arunside children. -PE lead to audit equipment and resources needed to enable a wide variety of sports to be taught effectively. -PE lead to train staff and support them in implementing this new scheme. -PE lead to monitor the new schemes effectiveness and staff feedback.</p>	<p>N/A</p> <p>£550</p>	<p>-Greater opportunity for children to partake in events/competitions/ tournaments. -Greater opportunity to build school-community links. -PE lead has access to CPD opportunities.</p> <p>Evidence: -Children receive high quality 'Get Set' PE lessons twice a week. -Children have a wider range of exposure to a variety of sports and activities (6-week blocks). -Children have developed their skills and techniques through a multi-sports approach. -The scheme enables teachers to feel confident in teaching PE. -A progression of skills can now be seen. <i>-Staff Voice: 'The planning is easy to pick up and use'. 'The new planning is great'. 'Get Set 4 PE is great for ideas'. 'The scheme helps me teach things I have no clue about personally'. 'Having the scheme is really helpful. I can use and adapt it for the space and equipment I have available'. 'The new scheme has some different activities which helps with engagement'. 'It is easy and accessible'. 'The progression is clear'. 'There are lots of great activities'. 'It is well suited to the little ones and the range of activities is good'. 'The activities are engaging for the children'. 'I really enjoy using it'.</i></p> <p>Wider impact as a result from above: -Teachers receive high quality CPD, guidance, support and ideas, thus improving their confidence. -Children have positive sporting experiences which increases interest in Sport and living a healthy lifestyle.</p>	<p>-To continue attending all network meetings. -To participate in competitions and events that are held in the locality. -To maintain communication and affiliation with local schools.</p> <p>-To adapt and build on the curriculum map year on year to meet the needs of the children. -To continue to utilise the CPD from 'Get Set 4 PE' to broaden subject knowledge of PE and sport teaching and build confidence.</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation:</p>
<p>14%</p>				
<p>Intent</p>	<p>Implementation</p>		<p>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:	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>-To broaden sporting/physical activities for children through the purchase of a new PE scheme of work.</p> <p>-Deliver a range of learning opportunities, both within curriculum PE and as extra-curricular clubs.</p> <p>-Develop staff CPD (increase staff skills and confidence in delivering Dance) through: Employment of specialist coach – Sophie (Dance) Autumn 1 – Year 2 Autumn 2 – Year 6 Spring 1 – EYFS Spring 2 – Year 4 Summer 1 – Year 1 Summer 2 – Year 5</p> <p>-Increase links to external clubs to encourage children to be active outside of school.</p>	<p>-See actions in K13.</p> <p>-PE lead to create a Dance timetable that is accessible to all children.</p> <p>-PE lead to gather information on Topics and link to Dance lessons (cross-curricular).</p> <p>-PE Lead to observe sessions to ensure provision is adequate.</p> <p>-PE lead to gain pupil and staff voice as feedback and monitoring of impact.</p>	<p>See costing in K13.</p> <p>£2,865</p>	<p>-See evidence in K13.</p> <p>Evidence:</p> <p>-Staff report increased knowledge and confidence after team-teaching/sessions with Dance coach.</p> <p>-Children report positively on experiences in lessons.</p> <p>-Increased pupil motivation.</p> <p>-Children are excited to continue this sport.</p> <p><i>-Pupil Voice: 'I love Dance with Sophie. It is so fun'. 'I like that we get to learn street dance as it is different'. 'Sophie is so good at Dance and she helps me'. 'I loved learning the penguin dance the best'. 'I like the sharing circle where we can show our own moves'.</i></p> <p><i>-Staff Voice: 'The children have been the most engaged in their Dance lessons'. 'The children love their Dance lessons with Sophie'. 'Having Sophie is fantastic and a real asset'. 'Having a Dance specialist is amazing as I am not confident with Dance at all'.</i></p> <p>Wider Impact as a result from above:</p> <p>-Children are inspired to continue Dance lessons.</p> <p>-Securing links for the children with local clubs and opening up opportunities for them to join more after school clubs.</p> <p>-Signposting children to extra-curricular dance available onsite.</p>	<p>-See sustainability in K13.</p> <p>-Continue to develop links with local clubs.</p> <p>-Continue to develop CPD opportunities for staff.</p>

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			10%
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>-Enable children to represent the school with a sense of pride.</p> <p>Children to participate in a competitive Sport's Day and have the opportunity to develop competitiveness, sportsmanship and teamwork. -To offer an enjoyable and fun day that will promote a healthy, active lifestyle.</p>	<p>-PE lead/School Business Manager to purchase additional items of kit to ensure a smart and professional appearance when representing the school.</p> <p>-PE lead to organise events/activities. -PE lead to run the event – Acknowledging/praising 'Tommy Teamwork' and 'Rosie Resilience'. -PE lead to deliver leadership training to all of Year 6 (for KS1 Sports Day). -PE lead to deliver training to teachers during staff meeting time. -PE lead to invite parent spectators (parental engagement) and Governor helpers.</p>	<p>£1,077.7</p> <p>£73.87</p>	<p>-Children have a greater sense of pride when representing the school. -Children feel smart and professional when representing the school at competitions and festivals.</p> <p>Evidence: - Children enjoyed participating in a range of sports day activities and putting their skills from PE Athletics lessons into practice. -Children had the opportunity to compete as both part of a team and individually. -Children practiced and developed their sportsmanship and 'Rosie Resilience'. <i>-Pupil voice: 'It was really fun'. 'I loved the running races'. 'I really enjoyed leading the Howler throw and helping the little ones'. 'There were lots of different activities for us to do'. 'We worked as a team'.</i> <i>-Parental feedback: 'I just wanted to say how impressed we were with the KS1 sports day that was held before half term. So inclusive and it looked like all children and parents had a great time!'</i></p> <p>Wider Impact as a result from above: -Children improved skills such as winning, losing, coping with disappointment, cooperating with others and a range of other social skills. -Less engaged children participating in an alternative opportunity.</p>	<p>-To raise the profile of competition through kit. -To engage more children in competition. -To enter more football competitions.</p> <p>-To gather staff feedback on the event and how we could further improve this next year. -To continue to improve Governor involvement in this event. -To look at involving the PTA to sell drinks etc.</p>
<p>-All children will have more opportunities to compete regardless of access or skill level. -Children will have opportunities to play sport at an appropriate or higher level in competitions, tournaments and festivals.</p> <p>This year we have participated in: Football Cups X6 Events Hockey Festival</p>	<p>-PE lead to monitor provision on the Horsham Sports Services website and enter appropriate competitions for our children. -PE Lead and SENCO to continue to ensure disadvantaged pupils attend appropriate events. -To encourage and embed the Arunside School values through competition.</p>	<p>£824</p>	<p>Evidence: -Children and parents have enjoyed participating/observing. <i>-Pupil voice: 'I loved doing curling. I have never done it before'. 'It is nice being able to represent the school'. 'Having Mr Lindsey with us to coach us when playing football is really helpful'. 'Archery was so fun. My aim got better'. 'The festivals are good because</i></p>	<p>-To continue to increase competition and festival involvement. -To deliver competitive intra-school competitions. -To continue to gain feedback from children about events. -To align clubs and competition dates. -To enter more festivals to give a greater</p>

<p>Tag Rugby Festival New Age Kurling Indoor Athletics Dodgeball Swimming Gala Tennis Festival Target Sports Festival Alternative Sports Festival District Sports Quadkids</p>	<p>-To increase school entry for local competitions. -PE lead to use teacher assessments to support with competition selection.</p>		<p><i>they teach you lots of skills and then you play a fun game at the end’.</i> Wider Impact as a result from above: -Children are inspired to do their best. -Children build important life skills such as leadership, teamwork, empathy and conflict resolution. -Competition supports children’s physical, emotional, social and personal development towards a life-long enjoyment and engagement in physical activity.</p>	<p>number of children opportunities to attend.</p>
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Signed off by	
Head Teacher:	
Date:	21/07/23
Subject Leader:	B. Goldsmith
Date:	10.07.23
Governor:	
Date:	21/07/23