

# The Primary PE and Sport Premium

Planning, reporting and  
evaluating website tool

Puttenham Church of  
England Infant School  
2023-2024

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 judgement, 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 offers
- 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 <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools> 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 underspend from 2021/2022, as well as on the impact it has on pupils' PE and sport participation and attainment.

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 31 July 2023.







## P.E and Sports Premium 2023-2024

### Action Plan and Budget Tracking for 2023-2024

The PE and sports funding aims to make additional and sustainable improvements to the quality of PE, physical development and sports provision.

At Puttenham C of E Infant School we aim to: improve the engagement of physical activity; raise the profile of PE and sport; increase the confidence, knowledge and skills of all staff in teaching PE; be engaged in a range of sports and embed physical activity throughout the school day.

Total amount allocated for 2023/24	£16, 830
Total amount of funding for 2023/24 to be reported on by 31st July 2024 <b>Reviewed 31<sup>st</sup> July 2024</b>	£ 16,830
Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>Opportunities given to improve physical activity, knowledge and skills for all children through forest school sessions and quality P.E with a sports coach.</p> <p>Trained and accredited in-house forest school Leader</p> <p>Trained Physi-fun leader for playground games</p> <p>New PE scheme introduced to enhance the curriculum and to support teaching and assessment</p> <p>Tennis sessions for all children – making these sessions accessible for all children to introduce to a new sport and to improve hand/eye co-ordination.</p> <p>A good take up of after school clubs and local schools/confederation sports provision.</p> <p>Guildford Schools in Bloom – gold winners 2023 for demonstrating how to grow our own food and link this to our healthy eating/physical health curriculum.</p> <p>Surrey Healthy School's award</p>	<p>Continue to be part of Surrey Active for subject leader development, opportunities to network with other schools, updates, resources and planning.</p> <p>New subject leader support – to attend courses that will benefit their development and share good practice with school staff.</p> <p>To increase the opportunities for creative, active, independent play during lunchtime through Physi-fun</p> <p>To experience different sports to widen children's experiences e.g dance and tennis in all year groups.</p> <p>Attend confederation/local schools sports events.</p>

## 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:£16,830	Date Updated: 20.10.23	
Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: £ 7,530 44.7 %
Intent	Implementation		Impact	
To subscribe to Surrey Active. Support for the new PE subject leader to be effective in their role by: understanding how to monitor the PE curriculum effectively; attending the PE active school conference for latest PE updates; knowing how to support staff when teaching and assessing P.E.	Membership to Active Surrey Subject leader to attend network and update other staff Identify staff CPD needs To receive any updates in PE and inform all teachers in staff meetings CPD/training opportunities for teachers; Resources to support teaching and learning; Network opportunities;	£850  £800 for courses and cover and additional costs for courses and cover.	By attending the network meetings the subject leader will have up to date information about PE.  Staff are updated on teaching and learning ideas, resources, and training opportunities.  Evidence of networking and updates improving practice through lesson observations.	CPD for teachers to enhance teaching and learning.  Links to other schools or PE subject leads for opportunities for sports activities or CPD.  Subject leader understands how to monitor and improve PE provision.  The subject leader has attended the network meeting and the PE conference. This has enabled her to have an understanding of the role, how to manage the PE budget/sports premium and the curriculum. She has been looking at assessment in PE as a result of this training.
Opportunities for class teachers to improve their knowledge and understanding of how to use the outdoor area to enhance teaching and learning.	Forest School Leader will use her knowledge and expertise to improve gross and fine motor skills. (one term per class). Teachers to observe the forest school leader and assess children's learning.	See forest school allocations  Key indicator 3	Teachers understand which tools can support learning in the outdoor environment. Improved fine and gross motor skills for identified children. Teachers to assess children's learning and engagement	All teachers are given the opportunity to shadow the forest school leader to understand how to support children's development in the outdoor area.

CPD - To improve the engagement of pupils in regular physical activity. Teachers have the opportunity to observe high quality PE lessons with a specialist coach and receive training.	Sport provision - to provide specialist coaching. This will alternate between gym, games, dance and athletics.	£5,880	Teachers improve their own practice through observations especially in areas of dance/gym.	Teachers are given specialist coaching in skills needed to teach PE. These can be transferred into the PE lessons and independent sports activities. All teachers have had the opportunity to watch a coach take a session of PE and to observe the skipping workshop.
<b>Key indicator 2: The engagement of all 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</b>				Percentage of total allocation: £ 3,500 20.8%
Intent	Implementation		Impact	
<i>Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: What do pupils now know and what can they now do? What has changed?</i>	<i>Sustainability and suggested next steps:</i>
Children are to be aware of the importance of physical activity and well-being through the curriculum, activities available during and after school and good quality resources. Continue to use GetSet4PE scheme of work and assessment.	Ensure that children are explicitly taught about keeping healthy through regular movement (Assemblies, PSHE, science and PE). Assessment of children’s skills in each unit of gym, games and dance.	£0	Teachers use a well-sequenced scheme to build on skills. Children learn new skills whilst consolidating the skills learnt previously. Assessments demonstrate children	Children will engage in 2 hours of PE/physical movement a week. Children continue to be motivated to carry out physical activities at break times and after school. PE curriculum is well sequenced. Lessons show good progress by building on skills taught.
Provide a positive culture in which physical activity is a natural part of the day – this includes play times and daily run	Resources available at lunchtime are varied and in good condition.  All staff to encourage children to use a variety of equipment or games. All staff to provide equipment and report if items need replacing.	£2,700	Children are stimulated to use the equipment provided in their daily exercise. Children understand the importance of movement by carrying out the daily run. This can also serve as a ‘brain break’.	Children using the equipment more frequently to increase their exercise. Children see movement as good for their mental health. Repairs and replacement of large and small equipment. Children are using this during all playtimes to improve their gross and fine motor development.

Physi-fun – lunchtime supervisor x2 a week to be employed to undertake the activities from the course.	To increase the activity of children in the playground. This will teach the children how to use the equipment and new games they can play in the playground Encouraging team games and fair play.	£800	Children will be taught different games to play.	Children will play games independently. Equipment is now in labelled boxed for children to access easily. The skipping ropes have been used more frequently since the skipping workshop.
Specialist coach provides a break time club to encourage engagement in sports.  To provide sensory circuits to children who need a physical outlet to improve concentration and focus.	To provide an activity at break time increasing physical activity and participation.  Sensory circuits.	See key indicator 1	Children are more engaged in physical exercise during their break times.  Children who struggle to focus and concentrate in the classroom are accessing better learning and use the strategies learnt in class to help them.	Children are more engaged in physical exercise during their break times.  Children are using these strategies more independently as they mature. The children are receiving weekly sensory circuits.

Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement				Percentage of total allocation:
				£3000 17.8%
Intent	Implementation		Impact	
<i>Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: What do pupils now know and what can they now do? What has changed?</i>	<i>Sustainability and suggested next steps:</i>
Specialist coaches are used to raise the profile of PE and sports using their expertise and knowledge. Specialists will introduce a range of different sports.	Weekly session with the specialist coach.  Sports clubs after school (multi-sport).	See key indicator 1	Professional coach raises the profile of PE ensuring the children are motivated to keep active and see PE as exciting way to do this.	Staff are trained by professional coaches. They are more confident to teach and assess PE.  Children have high quality physical education.

Forest school leader will develop outdoor learning for all which will engage all pupils in active learning.	<p>Teachers to plan with the forest school leader dedicated sessions (X1 day a week over one term). Teachers to observe the sessions to improve their practice.</p> <p>Forest school leader to plan lessons for forest school, update resources, prepare area for lessons, tidy area and resources each session. Evaluate lessons and write communication for the parents each week on class dojo following the sessions.</p>	£3,000	<p>Teachers/forest school planning Evaluation of the forest school sessions.</p> <p>Resources are used and updated when needed.</p>	<p>Teachers are able to use what they have observed in their own practice both forest school and PE lessons.</p> <p>Children's fine and gross motor skills will be improved when carrying out activities in class and during physical activities.</p> <p>See key indicator 1</p>
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<b>Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils</b>				Percentage of total allocation:
				£1,300      7.7%

Intent	Implementation		Impact	
<i>Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: What do pupils now know and what can they now do? What has changed?</i>	<i>Sustainability and suggested next steps:</i>
<p>Focus on hand/eye co-ordination and bat and ball skills. Improve skills of a known sport.</p> <p>Link with the local tennis club to provide tennis sessions (summer term) for reception, year 1 and year 2.</p>	Liaise with local tennis club to timetable a block of tennis sessions for each class.	<p>£500 Including hire of tennis court</p>	Children have learnt new skills, including improving their aiming and hitting skills. The skills are built on each year. Children know how to use a tennis racquet, to hit tennis balls and play tennis with a partner.	Continue to play tennis either at school or after school.

Arrange a range of different sports activities for the children to try that will broaden their experience during 'Well-being/healthy living day.' This will include a skipping or dance workshop.	Organise dance/skipping with specialist practitioners to carry out workshops.	£800	Children learn different skills and try different sports. They understand how skipping/dance can help them be healthy.	<p>Ensure there are enough tennis bats, balls and skipping ropes at break time to practice their skills.</p> <p>This will also support the PE curriculum as skills will be transferrable.</p> <p>Skipping workshop was enjoyed by all children. We are seeing the impact of this as more children are skipping at break times.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£1500 9%
Intent	Implementation		Impact	
<i>Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: What do pupils now know and what can they now do? What has changed?</i>	<i>Sustainability and suggested next steps:</i>
<p><b>School Sports</b></p> <p>We aim for the children to have opportunities to attend sports events with confederation schools and other local schools (in school time or after school).</p> <p>To link with our junior feeder school to use the provision whenever possible i.e. sports coach or resources.</p>	<p>Identify sports events for children to attend both with the confederation schools both after school and during school time. Ensure parents are aware of these events.</p> <p>To attend the events with the confederation and local schools during school time e.g. feeder school sports day and local schools sports festivals.</p>	<p>Cover for teachers to take the children out. £300</p> <p>Coaches to attend local events £1000</p>	<p>Children have attended the events and have benefited from the physical activity and social development meeting other children from different schools.</p>	<p>Networking with other schools to ensure children continue to benefit from active sports.</p> <p>Children take an interest in different types of sports.</p> <p>This has been offered to the year 1 and 2.</p>
Provide a competitive sports day for EYFS and KS1	Provide the equipment needed for sports day including stickers and trophies. Line marking on the field.	£200	Children begin to understand competitive sports including fair play and enjoyment of competing	Children begin to understand competitive sports including fair play and enjoyment of competing.



Promote the after school PE activities from the Confederation/local schools. Attend local schools football festivals.	Children will play a variety of different games. They will play with children from different schools and different abilities.	(May need to pay staff if they attend above their normal hours.	Children will learn to play sport with children from different schools. They will enjoy playing different games. This will also increase participation in physical activity.	Learning new games. Participation in physical activity beyond the 2hrs at school.  This has been offered to the year 1 and 2.
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Subject Leader:	Rachel Drury
Governor:	Kate Jones
Date:	December 2023