

# 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	£12,012
Total amount allocated for 2021/22	£19,540
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19,540
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£19,540

## 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. <b>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</b>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</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. Please see note above	74 %
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	69%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	62 %
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> 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: 18.7.23	
<b>Key indicator 1:</b> 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:
				30%
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"> <li>All children to participate in 3 hours physical activity per week – 3 hours of physical activity (including PE and outdoor learning minimum)</li> </ul>	<ul style="list-style-type: none"> <li>Ensure all staff are planning 3 hours minimum OL and PE per week (check timetables and medium-term plans.)</li> <li>Ensure playground equipment allows children to consolidate skills introduced in PE lessons.</li> <li>Renew Boston Sports Partnership ensuring a range of different competitions are entered. Sign up for other activities such as change for life and orienteering.</li> <li>Re-establish play leaders to encourage participation in physical activity at breaktimes and lunchtimes.</li> <li>Sport Apprentice to complete</li> </ul>	Membership of the Boston School Sports Partnership (Cost accounted for in Key Indicator 5)  Purchase additional resources to support a range of sporting opportunities  £700  PE and Sport Apprentice Salary  £8,706.19	<ul style="list-style-type: none"> <li>Boston Sports Partnership renewed for the academic year and a more diverse range of competition events entered. The competitions we entered were celebrated across the school, through our website and on social media platforms. Over a third of our Year 6 children were trained up to be sports / playground leaders and they were able to introduce new activities to our children across both key stages thus increasing participation and interest in purposeful physical activity.</li> <li>Our Sport apprentice has continued to manage playtimes and lunchtimes,</li> </ul>	<ul style="list-style-type: none"> <li>Playground leaders to be re-introduced to maintain consistency of playtime / lunchtime activity. Sports Apprentice to monitor and create weekly timetable to further his CPD.</li> <li>Sport Apprentice to continue and complete level 3 qualification, using this increased subject knowledge to add further improvement and structure to breaktime / lunchtime play.</li> <li>Continue to renew membership with Boston Sports Partnership and</li> </ul>

	<p>level 3 qualification.</p> <ul style="list-style-type: none"> <li>Utilise outside agencies (JB Sport) for lunchtime and after-school clubs.</li> <li>Continue to establish and enhance links with Boston United. Ensure they are doing after-school clubs across both key stages.</li> </ul>		<p>encouraging children to participate in physical activity. The sports apprentice also organised a variety of games for a range of different groups of children from across both key stages (who were not necessarily interested in being active or needed support with behaviour, self-confidence or self-esteem) thus building their confidence and showing the benefits of sporting activity.</p> <ul style="list-style-type: none"> <li>JB Sport provided both lunchtime and after-school clubs to all year groups from across both key stages</li> </ul>	<p>enter regular competitions.</p> <ul style="list-style-type: none"> <li>Enter Elite Sports Academy inter-school league competitions to raise profile of school sport.</li> <li>Sport to be celebrated internally (on celebration board / assemblies / sports days) to raise the profile of school sport and competitions.</li> <li>Further links with Boston United. Continue delivery of after-school clubs across both key stages.</li> </ul>
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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:  
%

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"> <li>Children to talk confidently and positively about Physical Education and school sports.</li> <li>Increased awareness and levels of fitness in pupils</li> </ul>	<ul style="list-style-type: none"> <li>Sports board to be kept up to date by sport apprentice celebrating participation in competitive sport and in-house achievements.</li> <li>Star of the week to have a PE</li> </ul>	<p>Membership of the Boston School Sports Partnership</p> <p>(Cost accounted for in Key</p>	<ul style="list-style-type: none"> <li>Sports board in the main hall and was used to celebrate sport in school and inter-school competition. Photographs, results and league tables were displayed during/following matches</li> </ul>	<ul style="list-style-type: none"> <li>Sport to be celebrated internally (on sports board and during assemblies) to raise the profile</li> </ul>

	<p>theme once per big term. Children to be given postcards of pride.</p> <ul style="list-style-type: none"> <li>Physical activity to be promoted across the school's social media platforms.</li> <li>Re-join Boston School Sport Partnership, offering a range of competitions and development days that cater for all children.</li> <li>Ensure playground games have been organised by playground leaders / sport apprentice.</li> </ul>	Indicator 5)	<p>and competitions.</p> <ul style="list-style-type: none"> <li>PE postcards of pride were a success and helped to promote physical activity across the school. In conjunction with this, following our school sports days, each class celebrated an individual who showed sportsmanship, teamwork, support or resilience during their year group sports day.</li> <li>Sport was promoted through the introduction of House Team Captains who took an active role in sports days to celebrate achievements and sportsmanship.</li> <li>We received and retained the Gold School Games Mark award for our commitment and engagement in the School Games for 2022/23.</li> <li>Competitive sports have been celebrated on both the school's Facebook and Twitter pages as well as in achievement Assemblies.</li> </ul>	<p>of school sport and competitions. Match reports to be added to, again, raise profile and generate greater interest. Implement intra-school competition, celebrate this on sports board through league tables, individual awards linked to school CARE values and excellence of performance.</p> <ul style="list-style-type: none"> <li>Ensure commitment and engagement to the School Games Mark, ensuring we keep the Gold Standard. Aspire to achieve the Platinum Mark award (intra-school competition will help with this).</li> <li>Continue to renew membership with Boston Sports Partnership, thus</li> </ul>
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			<ul style="list-style-type: none"> <li>Through the Boston School Sport Partnership, children were given the opportunities to compete in a range of disciplines both during and after school. A wider range of opportunities were given to our SEND pupils to help foster their love and enthusiasm for sport.</li> <li>During an in-house 'deep dive' PE was shown to be in a strong position within school. Staff lesson delivery is of a high standard, correct vocabulary and terminology is prevalent in lessons, staff feel confident in lesson delivery and use GetSet4PE scheme effectively.</li> <li>In pupil interviews, children have spoken highly about PE and sport which is offered in our school. They feel thankful for the number</li> </ul>	<p>entering regular competitions.</p> <ul style="list-style-type: none"> <li>Continue to celebrate sport through school's Facebook and Twitter social media accounts.</li> <li>Termly PE award (star of the week linked to PE) for pupils in all year groups to continue. Sports day awards to continue also.</li> <li>Staff to talk positively about the impact of sport and exercise on wellbeing and healthy living. Staff to plan in cross curricular / outdoor learning opportunities during their weekly timetables. Build on pupil interviews to understand areas which could be improved on, ensuring all children are engaged, challenged, enjoy and look forward to PE lessons and sports participation.</li> <li>Continue to build on and foster children's</li> </ul>
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			of opportunities they have available to them and talk about the amount of fun and enjoyment PE/clubs give them. The children have built good and respectful relationships with the coaches from both JB Sport and Boston United.	<p>relationships with coaches from JB Sport and Boston United.</p> <ul style="list-style-type: none"> <li>Re-establish 'Flag-bearer' opportunities for UKS2 children with Boston United FC.</li> <li>Implement 'Healthy Selfie' campaign throughout school to promote activity and promote whole-family involvement.</li> </ul>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				25%
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"> <li>To improve the confidence of the teaching staff into delivering a consistent, engaging physical education provision.</li> </ul>	<ul style="list-style-type: none"> <li>JB Sports to continue coming into school and delivering sequences of learning for Years 1-6. Six lesson sequence to be delivered with a different year group focus every term. Coaches will work alongside class teachers to improve their knowledge and confidence in delivering high quality sessions.</li> </ul>	<p>External specialists (JB's Sports) mentoring service £7,305 including Staff training, after school club, JB Adventures story time and JB Enrichment programme.</p>	<ul style="list-style-type: none"> <li>JB Sport delivered sequences of PE lessons for different year groups from across both key stages throughout the year. Teachers continue to speak positively about their experiences working alongside the coaches from JB Sport, stating that they feel more confident in delivering high quality PE to their pupils and have</li> </ul>	<ul style="list-style-type: none"> <li>Working relationship with JB Sports to continue.</li> <li>Build links with Boston United and the Premier League Primary Stars programme</li> <li>Curriculum document to continue to follow Get Set 4 PE progression. Through professional</li> </ul>



	<ul style="list-style-type: none"> <li>• Subject lead to keep staff aware of curriculum changes etc during staff meetings.</li> <li>• Get Set 4 PE contract to be renewed.</li> <li>• Curriculum documents to be amended and updated so that they follow the Get Set 4 PE progression document following any updates to individual area units.</li> </ul>	Get Set 4 PE renewed at £550 + VAT	<p>acquired new skills through observing professional coaches.</p> <ul style="list-style-type: none"> <li>• Children continue to speak with enthusiasm about their PE lessons, stating they were engaging, fun and now regularly use appropriate vocabulary when discussing lesson outcomes.</li> <li>• Teachers spoke highly about Get Set 4 PE. They found the sequences of learning easy to follow and the videos allowed them to visualise how the lessons would work. They felt they were more confident in their lesson delivery as a result of the online platform.</li> </ul>	<p>discussions with teaching staff, units for delivery to be adapted to ensure children receive best available learning and staff feel complete confidence when teaching. Capture the Flag to be continued to be offered during sports apprentice led club sessions in Summer Term.</p> <ul style="list-style-type: none"> <li>• Arrange team teaching opportunities and supportive lesson observations in order to develop the quality of teaching, learning and assessment.</li> <li>• PE subject Leader to identify any staff who need further support and to provide appropriate professional learning.</li> <li>• Build links with Discovery Sports.</li> <li>• Raise the profile of girls sport and direct more girls to extra-curricular clubs.</li> </ul>
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<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 37%
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"> <li>To offer all pupils a diverse range of sporting opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Utilise the sports partnership to offer children unique sporting experiences such as orienteering and boccia.</li> <li>JB Sports and Boston United to run an alternative sports clubs and lunchtimes.</li> <li>Further links with Boston Squash Club.</li> <li>Minimum of 2 hours outdoor learning to be embedded into the curriculum outside of PE provision.</li> <li>PGL residential to be re-</li> </ul>	<p>JB Sport lunchtime and afterschool clubs £8,317.50</p> <p>Boston United after school clubs £3,315</p> <p>Golf Day (Stu Warren) £149</p>	<ul style="list-style-type: none"> <li>Children were able to enjoy a range of unique sporting experiences. SEND children were given more opportunities to participate in a wider range of sport: New Age Kurling, Goalball, Boccia. More opportunities offered to all children through Change4Life Festivals. Boccia and orienteering were delivered to our upper KS2 children through the Boston School Sport Partnership. A wider range of clubs was offered over the year by both staff and outside agencies/sports</li> </ul>	<ul style="list-style-type: none"> <li>Continue to offer unique sporting opportunities for children. Book Boccia and orienteering with the Boston School Sport Partnership again. Continue to find and develop other opportunities which may be on offer – Tri Golf, New Age Kurling etc. Continue to work with the Boston Squash Club to offer squash to the children of KS2.</li> <li>Continue to work with JB Sport and Boston United</li> </ul>


	<p>booked.</p> <ul style="list-style-type: none"> <li>Bring in outside professionals to give children opportunities to participate in more diverse range of sport.</li> </ul>		<p>clubs. Children in upper KS2 participated in squash delivered at the Boston Squash Club ensuring links were furthered. After-school clubs offered a wide range of sports allowing all participants to try new sports and develop new skills.</p> <ul style="list-style-type: none"> <li>Children participate in outdoor learning across all year groups and key stages, weekly. A range of different outdoor and adventurous activities have been incorporated into lessons across the curriculum, which the children thoroughly enjoy and talk highly about during pupil interviews.</li> <li>PGL residential provided a positive impact across year 6. Children developed new skills, new confidence and forged excellent relationships with instructors, peers and teaching staff creating a</li> </ul>	<p>to ensure that alternative sports clubs are offered throughout the year. Work closely with these agencies to find out if they will be offering any other new sports and become a flagship school for trialing any new and upcoming sports.</p> <ul style="list-style-type: none"> <li>Teaching staff to be encouraged to be inventive with their choice of clubs giving children a wide range of different activities to choose from.</li> <li>Maintain relationship with local agencies and sports clubs – Boston Squash Club and Boston United FC.</li> <li>Develop links with more local sports clubs, such as Boston CC, Boston Rugby Club.</li> <li>Rebook PGL residential for the year children of the next academic year. Also book PGL taster day for the children of year 5.</li> </ul>
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			<p>positive impact on returning to school</p> <ul style="list-style-type: none"> <li>Golf professional (Stu Warren) brought into school and all year groups participated in our first whole-school golf day.</li> </ul>	<ul style="list-style-type: none"> <li>Establish links with Stu Warren Golf and look into the rebooking of annual golf day.</li> <li>Look into the booking of an athlete visit to engage children and share experiences with the whole school. This day to be a celebration of sport.</li> </ul>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				8%
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 increase the amount of competitive opportunities for pupils	<ul style="list-style-type: none"> <li>To join the Boston Schools Sports Partnership.</li> <li>Enter competitions linked to subject skills for a range of different year groups.</li> <li>Encourage and implement Intra Sport competition within year groups.</li> </ul>	Membership of the Boston School Sports Partnership £2,400	<ul style="list-style-type: none"> <li>Boston Schools Sport Partnership was joined. The partnership allowed children to experience a range of different sporting disciplines and the learning of new skills.</li> <li>The opportunity to participate in more sporting events was undertaken. As a school, we entered</li> </ul>	<ul style="list-style-type: none"> <li>Re-join and continue to work closely with the Boston School Sport Partnership.</li> <li>Enter all competitions on offer from the Boston Schools Sports Partnership. Ensure all year groups participate. Re-enter the Elite Sports</li> </ul>



			<p>tournaments of football, netball, indoor/outdoor kwik cricket, cross-country, athletics, and capture the flag. We participated in a variety of development days: basketball, gymnastics, tennis, dance and ultimate frisbee.</p> <ul style="list-style-type: none"> <li>Intra-school competition was introduced and celebrated within individual year groups</li> </ul>	<p>Academy football league also enter the netball and rounders leagues.</p> <ul style="list-style-type: none"> <li>Further the intra-school competition. Implement house competitions across a range of sports – football, basketball, hockey, cross-country, netball, handball, capture the flag – and create intra-house school leagues. Sports apprentice to undertake a larger role in the running of tournaments. Where possible, matches to take place during school lunchtimes.</li> </ul>
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Signed off by	
Head Teacher:	
Date:	20.07.23
Subject Leader:	
Date:	
Governor:	
Date:	