

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](#).



Lozells JIN school
PE and Sports Provision
2022 – 2023
Updated July 2023

Key Achievements	Areas for further Improvement
<ul style="list-style-type: none"> Achieved Silver School's Games Mark Award for the second year. AVF Primary School Sport and Education program has been successfully implemented for the second year as year groups R – 6 have accessed high quality, expert led PE sessions over a minimum of 6 weeks. The maintenance of effective engagement with KESSP CPD and competitions. AVF Sports coach worked to train lunchtime supervisors in effective management of invasion games e.g. football/ netball etc. (Key indicator 1). Clarity was provided for lunchtime supervisors of key rules and engagement expectations of activities. Lunchtime supervisors were assigned key zones and sports/activities to oversee. Engagement in focused physical activity at lunchtimes has increased and lunchtime dance sessions have proved popular and consistently well attended. 	<ul style="list-style-type: none"> Raise the proportion of children reaching the expected requirements in Swimming at the end of key stage 2. (Key Indicator 4). Plan more intra-school/phase competitions across the year. (Key Indicator 5) Targeted PE and sports interventions to raise achievement for specific groups of children. (Key indicator 4). Raise the profile of success achieved in competitions – recognition during Celebration assemblies and updated visual display in lunch hall. (Key Indicator 2). Evaluate engagement in Sporting clubs and teams to monitor diversity and equality of access and uptake. (Key Indicator 4) Ensure effective handover to temporary PE lead and ensure current statutory and non-statutory guidance related to School Sport and Activity Action Plan Update July 2023 is understood and implemented. (Key Indicator 2).

Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£11, 391
Total amount allocated for 2021/22	£
How much (if any) do you intend to carry over from this total fund into 2022/23?	£11, 391
Total amount allocated for 2022/23	£19, 600
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£30, 991

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 2022. Please see note above	6%
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	6%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	% N.B. All children in Year 6 have engaged in safe self-rescue teaching sessions in school.

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/No
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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: £30,991	Date Updated: July 2023	
Key indicator 1: 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				Percentage of total allocation: 13%
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>Children have high quality PE lessons with quality resources to be delivered weekly in all classes.</p> <p>All children to receive at least 30 minutes activity per day in addition to PE lessons.</p> <p>Children in EYFS receive high quality outdoor provision to promote high levels of physical activity.</p>	<ul style="list-style-type: none"> Replenish PE Equipment Repair PE Equipment Replenish outdoor PE/ active play equipment Sports prizes to support and promote physical activity 	£3800	<p>Children in all key stages are active at break/lunchtimes for at least 30 minutes.</p> <p>Sports prizes were widely selected by children in the end of year awards.</p>	<p>Annual inspection/ maintenance requirements.</p> <p>Explore purchase of other equipment including table tennis tables.</p>
<p>Children have high quality PE lessons to be delivered weekly in all classes and children make good progress as a result.</p> <p>PE planning and teaching is enhanced to meet the ability of all children.</p> <p>Skills are consistently being developed throughout each unit</p>	<ul style="list-style-type: none"> PE lessons PE Hub planning and assessment tool used by all staff. Whole school overview created for broad and balanced PE curriculum. Specialist coaches deliver high quality lessons. 	£245	<p>PE lessons are being taught twice weekly across the school.</p> <p>PE Hub planning is consistently used across school by class teachers.</p> <p>Coaches are delivering high quality PE lessons alongside teachers to improve CPD. Unit objectives are taken directly from PE Hub and shared with coaches who map out</p>	

			the lesson content in line with the school's progression of key skills.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				36%
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>Children to receive high quality PE lessons and achieve good progress across the PE units.</p> <p>Children to have opportunities to engage in high quality after school sports clubs and achieve good progress in their related skill development.</p>	<p>Purchase Aston Villa Foundation Education in school package – 2022 - 2023</p> <p>Map out support across the school to ensure all children benefit and all teachers receive CPD.</p> <p>PE Lead to ensure effective monitoring of the quality of teaching and learning in PE.</p>	£6200	<p>Children are accessing high quality provision and making good progress across PE units.</p> <p>Teachers have commented on the impact of PE lessons, coaches and clubs and have noted the impact in progress for key skills in each unit of PE.</p> <p>(See Sports Coaches Impact review document).</p> <p>Use of coaches and access to clubs has been carefully mapped out to ensure all children have access to high quality teaching and clubs which also identifies and targets key groups of children.</p>	<p>Next steps 2023 – 2024:</p> <p>Assessment priority – underperforming groups to be identified.</p> <p>Support from KESSP on developing whole school PE assessment.</p>
All children to take part competitively alongside their peers in a range of physical activities.	National School Sports Week took place in the Summer term across the whole school.		All children took part in sports day across the school. Children were able to compete against their peers in a range of activities. Parents and carers were able to spectate and as a result raising the profile of PESSPA.	<p>Next steps 2023 – 2024:</p> <p>Intra-school competitions linked to specific units of PE such as cricket/basketball.</p>

Children to receive high quality PESSPA opportunities and achieve good progress within these.	PE Leader to ensure effective monitoring of the quality of teaching and learning in PE lessons and extra-curricular sporting clubs. Staff to receive opportunities to team teach with specialist coaches: KESSP subscription	£3800 KESSP £1100 leadership	CPD and bespoke support has been accessed by PE lead. School PE and Sports lead is up-to-date with current guidance and priorities in order to effectively lead and raise the profile of PESSPA. All PE and Sports activities are well organised by the PE Leader.	Next Steps 2023 – 2024: Effective hand over to temporary PE lead Oct 23 – July 24.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				26%
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:
All teaching staff to receive CPD through specialist coaches to deliver high quality lessons.	Staff to receive opportunities to team teach with specialist coaches: <ul style="list-style-type: none"> • KDDK – Dance provision • Positive PE - Gymnastics provision • Aston Villa coaches – variety of sports. (Costed in section above). • Creative Kids – Dance provision 	£8200	Pupils received high quality lessons from coaches alongside their class teachers who were confident to support them in developing their physical abilities. High level of challenge. Sessions were accessible by all the children with teachers commenting on positive engagement from all children. Teachers found the CPD opportunities positive and could articulate their subject knowledge/ practice development. Example of impact: Impact on pupil achievement – key	All teachers and children to receive a different specialist coach which will be different each year to enable teachers to broaden their CPD. Next Steps 2023 – 2024: School will seek to engage with coaches specialising in other sports E.g. handball/ OAA/ yoga.

			<p>skills developed – 52/60 children achieved the objective across the sequence of lessons with 3 children working beyond age related expectations in the gymnastics unit. Children grew in confidence when performing skills more consistently, were able to perform in time with a partner and group and used compositional ideas in sequence such as changes in height, speed and direction</p> <p>(See Sports Coaches Impact review document).</p>	
All teaching staff to receive CPD through specialist coaches to deliver high quality lessons.	Staff to receive opportunities to team teach with specialist coaches: KESSP (Costed in section above)		<p>Pupils received high quality lessons from coaches alongside their class teachers who were confident to support them in developing their physical abilities. Teachers found the CPD opportunities positive and could articulate their subject knowledge/ practice development.</p> <p>Example Impact: Impact on teacher Subject Knowledge/ CPD - Skills activities for specific children Layout of pitch to maximise children's participation e.g. 3 children batting at once. Activities to develop bowling with competitive edge for children. Teamwork skills.</p>	<p>Next Steps 2023 – 2024: Assessment priority – underperforming groups to be identified. Support from KESSP on developing whole school PE assessment. Twice yearly survey to staff to highlight CPD priorities. (Autumn 1 and Spring 1). PDM whole staff session to be planned strategically to meet this priority.</p>

			Impact on pupil achievement – key skills developed – Developed over arm bowling. Throwing techniques. Batting positions. Cricket vocabulary (wickets, crease, 6 runs. 4 runs, boundary). (See Sports Coaches Impact review document). Teacher survey helped to identify staff CPD priorities and assign coaches to work alongside teachers following this.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
All children across the school Reception to Year 6 are to be given the opportunity to engage in high quality dance sessions in addition to PE sessions – lunchtime session KS1 and KS2 playground once per week.	<ul style="list-style-type: none"> • Purchase KDDK – Dance lunchtime club provision 	£1000	Sessions were accessible by all the children with positive engagement from a wide range of children seen.	

All the children in Year 1 are to be given the opportunity to learn ballet skills.	<ul style="list-style-type: none"> • Birmingham Ballet Dance Track Organise workshops and auditions where children learn ballet skills and have opportunity to join the ballet team.	£310	Children learned about flexibility, posture and coordination. There were high levels of engagement in the sessions.	Yearly programme. If successful, pupils will take part in ballet classes outside school.
Children to have opportunities to engage in high quality after school/lunchtime sports clubs and achieve good progress in their related skill development.	KESSP Partnerships (Costed in section above) . Positive PE - gymnastics provision Aston Villa coaches – variety of sports. (Costed in section above) . Embracing cultures dance and craft workshop. KDDK dance/yoga clubs Creative Kids Dance clubs	Positive PE £1300 Additional staff cover Basketball - £60	294+ children engaged in clubs (some children in more than one club). This is an increase in the number for last academic year. Children maintained high levels of attendance and made progress in skill development, confidence and self-belief. Example of impact: Children were taught dance techniques specific to different cultures. Children were taught a dance routine in preparation for a talent show where they were awarded the School's Choice Prize. (See the Sports Club Impact report).	
A range of competitions arranged for children to compete in with partnership schools. Children develop important life skills such as confidence, team work, passion and determination. Children will compete in a new environment against other individuals.	<ul style="list-style-type: none"> • KESSP Partnerships • AVF Partnership 	(Costed in section above).	42 children engaged in a number of sports competitions including the following sports: football, dance, archery, BOCCIA, multi-skills. Feedback from teachers was positive. Example of Impact: Summer Term Archery Competition: Children who had worked hard during PE lessons across the school year were chosen to represent our	Monitor engagement and ensure all groups of children are being encouraged to attend.

			school. None of the children had prior experience of archery. All of the children took part and were awarded a certificate and a School Games Award badge for their determination. (See the Sports competitions Impact report.)	
All children to have the opportunity to engage in outdoor activities within the rural setting of the Brighthouse project. This will promote a love of the great outdoors and teach children important safety rules about rambling/exploring the countryside.	• Purchase Brighthouse subscription	£1500	Successful sessions led by a number of year groups. Children engaged in outdoor orienteering and physical team building activities.	As we will no longer be using the Brighthouse facilities, plan Year 6 residential and provide children with opportunities to access outdoor adventurous activities such as canoeing/ Kayaking/abseiling etc. Widen parental knowledge of these opportunities.
Raise the proportion of children reaching the expected requirements in Swimming at the end of key stage 2.	Additional Swimming sessions for Year 6 and Year 5 children.	£3200	Improvement in children's water confidence and key swimming skills. *Add data – impact of additional sessions in Year 5.	Raise the profile of swimming with parents and promote engagement in community swimming initiatives.

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 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:

A range of competitions arranged for children to compete in with partnership schools.	<ul style="list-style-type: none"> • KESSP Partnership subscription. • AVF Partnership subscription. 	(Costed in section above).	Greater involvement in competitions due to the number of staff trained to drive the minibus – this has reduced the financial cost on the school of having to provide paid coach transport.	Even further engagement in competitions – strategically map out on school calendar. Ensure a wider range of children get to engage – review attendance lists and achievement data and select target children. School to make links with local/ consortium primary schools and leagues to generate opportunities outside of KESSP to promote sustainability. School could liaise with Holte in using sporting spaces to host games/competitions.
Children to have the opportunity to compete against children from their year group. Children develop important life skills such as confidence, team work, determination and a passion for sport.	<ul style="list-style-type: none"> • Sports Day took place during National Sports Week in the Summer term across the whole school. 		All children took part in sports day across the school. Children were able to compete against their peers in a range of activities. Parents and carers attended which worked to raise the profile of PESSPA,	Plan more regular whole-school/intra-school/ phase Sporting competitions.

Signed off by	
Head Teacher:	Avnish Dhesi
Date:	30.07.23
Subject Leader:	Shana Wheeler
Date:	30.07.23
Governor:	
Date:	