

# 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](#) 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. The funding **should** be spent by 31<sup>st</sup> July but the DfE has stated that there will be **no clawback** of any unspent money so this can be carried forward into 2023/24.

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	£
Total amount allocated for 2021/22	£16310.00
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0.00
Total amount allocated for 2022/23	£ 16,190
Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023.	£ 16,190

## 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 2023. Please see note above	17%
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	17%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	100%
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: £8,548 (£7,641 to be bfwd to 2023/24)		Date Updated: 28/07/2023	
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: 17 %
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?:
Develop lunchtime football club increase the amount of activity on offer to pupils and develop links to community sports clubs.		Coaches from BCFC Community Foundation to run a lunchtime football club throughout terms 4 and 5 to offer pupils a structured sports activity and increase activity levels.  Actively promote inclusive community football clubs, including but not exclusively BCFC, through the in school clubs notice board, home school portal and direct messages to identified children.  Celebration/praise of attendance and achievement at lunchtime football club and community sports clubs with house points & certificates in assemblies.		£500.00	Audit of pupils who regularly attend community sports clubs at the start of the new academic year, and any increase in attendance after BCFC intervention.  Photos taken in community clubs are displayed in school, including on the clubs notice board.  PE Co-ordinator in contact with community club coaches, to be aware of matches/tournaments that pupils are playing in and to attend when possible.
Increase the amount of physical activity during break and lunchtimes		Design and provision of an “Activity Circuit” on the playground and		£999.99	Photographic and anecdotal evidence to be collected.
					Potential for lunchtime club to be extended into the following academic year, dependent on take up/success.  The ambition is that, having joined a sports club, children will continue to attend as they make the transition into KS3.  Attendance at BCFC Inter-School Celebration event.
					Introduction of inter- house competitions based on the

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and movement breaks, “reward” lessons, active learning across the curriculum.	<p>around the existing Daily Mile Track, to echo the indoor Sensory Circuit that has been introduced by the school OT.</p> <p>Activity Stations provide a focus/activity ideas for pupils to use independently for active break and lunchtimes. Also to be used by class teachers as a focus for “movement breaks” within their lessons.</p>		<p>Class teachers to report to PE co-ordinator regarding their use of road track and the impact on learning.</p>	<p>activities included in the Activity Circuit.</p> <p>Further develop the circuit to include additional activities.</p> <p>Introduce a skills based circuit?</p>
	<p>Provision of target activities on the playground to provide active play opportunities for pupils during break and lunchtimes and opportunities for active learning across the curriculum.</p>	£988.00	<p>Photographic and anecdotal evidence to be collected.</p> <p>Class teachers to report to PE co-ordinator regarding their use of targets, the range of subjects that they have used them for and the impact on learning.</p> <p><i>“The new target is absolutely brilliant. We went out and used it for our Maths lesson today – so much better than doing it in the classroom.” Class teacher July ‘23</i></p>	
Increase range of activity opportunities during Forest School sessions.	<p>Provide a Slackline (&amp; tree protectors), for use during Forest School lessons, in order to offer an alternative activity during Forest School sessions to broaden experience and engage pupils who don’t engage in traditional activities.</p>	£45.95	<p>Photographic and anecdotal evidence to be collected.</p>	<p>PE Co-ordinator to liaise with Forest School lead regarding additional equipment/activities which could further broaden the range of activities on offer and, therefore, engagement of more pupils.</p>
Remove barriers to PE by creating a positive/stress free environment for pupils to change for PE.	<p>Provide pupils with a personal tray (identified with their photo) in which to keep their clothes together in the changing rooms.</p> <p>Provide alternative changing</p>	£154.00	<p>Registers kept recording attendance, participation and lack of kit.</p>	<p>School council discussions around the changing room environment and any improvements that could be made.</p>

	facilities (using disable toilet facilities) for any pupils who are not able to use communal changing rooms. (Due to physical difficulties, sensory or emotional needs)			
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: 0.5 %
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:
Celebrate effort and success in PE and extra-curricular activities.	<p>Stamps to be purchased in order to continue posting P.E. Department postcards home to celebrate effort, attitude and achievement, whilst raising the profile of PE and School Sport across the whole school community.</p> <p>House points to be awarded in lessons to reward positive attitude, effort and achievement in PE. House point totals to be announced in assembly at the end of each term and displayed on House notice board.</p>	£79.98	<p>PE Co-ordinator to maintain record of pupils receiving postcards home and/or PE Star Award.</p> <p>Pupils receiving PE Postcards home and/or PE Star Award to be recorded, by PE Co-ordinator on CPOMS, to ensure that class teachers are also aware of positive behaviour.</p>	<p>Increase the profile of PE and celebrations of positive attitude, effort and achievements via the school website.</p> <p>Potential for the House Point totals to be displayed on the House notice board in the hall and the school website.</p> <p>House points rewards to be linked to a TEAM CULVERHILL / PE postcards home to celebrate effort, attitude and achievement, whilst raising the profile of PE and School Sport across reinforcing the House System.</p> <p>House points to be awarded for confirmed attendance at community sports clubs.</p>
Continue to develop use of positive	New House Captains from KS4 to be	£0.00	House Captains photos to be	Discussions with younger

Role Models.	appointed, providing pupils with positive role models within the school.		displayed (if necessary parental permission is granted) on the House notice board.  House Captains led their houses in the Sports Day field events 2023. <i>Unfortunately, due to wet weather/safety concerns the Track Event afternoon had to be postponed and then cancelled.</i>	pupils regarding who the house captains are and why they were chosen – qualities of a good sports leader/role model.  School council discussions around the choice of House Captains and their role.  Potential for a professional para/athlete visit to school.  House Captains profile to be added to the House Notice board.  Outgoing House Captains to handover to new House Captains as they leave the school, giving younger pupils a role to aspire to.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				20 %
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:

Provide TEAM CULVERHILL staff kit to help inspire and motivate pupils in PE, whilst fostering the idea of pride.	<p>Ensure that all new staff who deliver PE are equipped with high quality kit to be worn when teaching PE and representing the school at competitive fixtures.</p> <p>Replacement of existing staff kit as necessary.</p> <p>High standard of kit (staff and pupils) demonstrates the high priority Culverhill places on PE and sports participation.</p> <p>Maintain and increase Team Culverhill's profile when attending inter school sports festivals, level 2 &amp; 3 competitions.</p>	£597.95	<p>Staff have provided their own trousers/leggings and footwear to supplement Team Culverhill polos &amp; fleeces, resulting in all staff being appropriately dressed for all lessons. Pupils' kit standards have improved as a result of their staff modelling positive behavior/standards.</p> <p>Photographic evidence.</p> <p>Lesson observations.</p>	Maintain and replace existing staff kits as required. Supply all new staff members, involved in delivering PE, with TEAM CULVERHILL branded kit.
Provide a range of appropriate equipment in order to provide fully accessible, differentiated high quality teaching and learning.	<p>Replace and supplement existing Gymnastics equipment to increase variety in lessons and challenge more able pupils.</p> <p>Purchase additional gymnastics equipment to ensure access for pupils with physical disabilities, co-ordination and balance difficulties. (Also to help build confidence in physically timid pupils.)</p> <p>Maintain existing equipment, replacing damaged or broken equipment when necessary to ensure sufficient equipment is available in order to deliver fully accessible, differentiated high quality teaching and learning for</p>	<p>£1537.66</p> <p>£1061.39</p>	<p>Staff can quickly and easily locate the equipment needed for PE lessons and to include active learning across the curriculum. As equipment is now visible staff are able to select equipment that is most appropriate for the individual needs in a particular class, and use equipment in innovative and more imaginative ways in order to provide stimulating and differentiated high quality teaching and learning.</p> <p>Pupils have thoroughly enjoyed using the new equipment purchased to date.</p>	<p>Clear labelling in the equipment store to ensure that equipment remains easily visible and accessible and help prevent damage by correct storage.</p> <p>Seasonal equipment to be routinely moved into outside storage containers at the end of summer/winter sports "seasons".</p> <p>Broken or damaged equipment to be replaced. Purchase specialist equipment as needed to enable access to the curriculum for all pupils, regardless of specific individual</p>



	all pupils.  Continue to develop the range of modified or specialist equipment available in order to ensure access to the curriculum for all pupils, regardless of individual need.  Continue to develop the range of equipment available in order to facilitate innovative and more imaginative ways to provide stimulating and differentiated high quality teaching and learning.			needs.  Seek advice from OT, staff in similar settings and “expert” providers regarding equipment for specific individual needs.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 16 %
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:
Provide specialist inclusion coaches from BCFC Community Foundation to deliver Football in PE lessons.	Coaches from BCFC Community Foundation to deliver Football in PE lessons throughout terms 4 and 5, offering pupils access to a wider range of sports and activities in school.  Aim to develop gross motor skills and teamwork and an	£2000.00	Photographic and anecdotal evidence collected during terms 4 & 5 (2023)  Increased number of pupils participating in community sports clubs. (BCFC and Longwell Green.)	Potential to continue, or even extend provision, to target different groups of pupils in future years.  TEAM CULVERHILL attendance at inter-school football events. Potential to extend provision into KS3, to allow for

<p>Increase range of activity opportunities during Forest School sessions.</p>	<p>understanding of the fundamental rules of football.</p> <p>Enable increased the levels of awareness and enjoyment of a sport which many children will have experienced/have access to.</p> <p>Provide pupils with the opportunity to attend enrichment events provided by BCFC Community Foundation, as a result of using their coaching provision.</p> <p>Use familiarity and confidence working with BCFC coaches as a “springboard” to encourage pupils to attend inclusive community football clubs, including but not exclusively BCFC.</p> <p>Celebration/praise of attitude, effort and achievement in football lessons with house points &amp; certificates in assemblies.</p> <p>Increase confidence and skills of Culverhill staff, to deliver football, through CPD opportunity provided by working alongside specialist coaches.</p> <p>Provide a Slackline (&amp; tree protectors), for use during Forest School lessons, in order to offer an alternative activity during Forest School sessions to broaden</p>	<p>As detailed in Key Indicator 1</p>	<p>Player of the Week Certificates awarded during sessions.</p> <p>Pupil comments:  <i>CT at the start of Term 4 “Oh no, is it football, I’m rubbish at football. I don’t like it.”</i>            By the end of term 5 CT had joined was a regular attendee of BCFC Pan Disability Football Club!</p> <p>Photographic and anecdotal evidence to be collected.</p>	<p>progression and help transition for pupils.</p> <p>Involvement of BCFC coaches in after-school provision at Culverhill.</p> <p>PE Co-ordinator to liaise with Forest School lead regarding additional equipment/activities which could further broaden the range of activities on offer</p>
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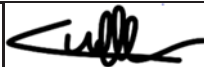
Improve accessibility/ability to compete in inclusion games	experience and engage pupils who don't engage in traditional activities.  Provide specialized equipment including Hard Boccia balls for pupils with reduced mobility and/or muscle tone/power to enable them to compete with their peers.	£546.00	Photographic and anecdotal evidence to be collected.	and, therefore, engagement of more pupils.  After-school Boccia Club.  TEAM CULVERHILL attendance at inter-school Boccia/Inclusion Festival.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0.2 %
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:
Whole School Sports Day providing pupils with the opportunity to experience competitive sport, and a whole school event, in familiar "safe" surroundings.	Review Sports Day 2022 and plan 2023 event to include new events, to ensure accessibility & inclusion for the maximum number of pupils. Design the event to ensure that every pupil feels supported and "safe" in the environment and, therefore, every pupil feels able to participate.  Deliver whole school sports day designed specifically to ensure accessible events for every pupil.	£33.99	Sports Day Field Events took place in Term 6 2023 – with 90% of pupils participating (The 10% includes pupils who were absent from school on this day.)  Certificates for winners and runners-up in each event and trophies presented in end of year assembly. Every child who took part received a participation certificate.	Whole School Sports Day to become a well-established annual event.  Programme of events to be reviewed and revised annually, to ensure inclusion of ALL pupils regardless of individual needs.  Investigate the possibility of having a celebrity visit (ideally from the para-sport community) to "open" the

	<p>Purchase equipment necessary to replace damaged or broken equipment and supplement existing equipment, enabling teaching in lessons leading up to the event to equip pupils with the skills and experience that they need.</p>			event.
<p>Participation of pupils in Level 1 and 2 Games (Intra and Inter-school and Sports Festivals in order to provide the opportunity for pupils to experience inter-school competitive.</p>	<p>All KS2 pupils to participate in Inter-House Multi-Sports festival, organised and delivered by KS4 pupils as part of their Sports Leadership unit of Work.</p> <p>TEAM CULVERHILL to attend a range of Level 2/Inter-school competitions and Festivals including, but not limited to, South Glos. Festival of Youth Sport, Panathlon and Panathlon Ten-Pin Bowling Events, Boccia and New Age Kurling Festiva, Bristol Bears Festivals – Dance (online), Rugby &amp; Tennis.</p> <p>Entry/ Membership fees for events (e.g. FoYS) Provide representing flags for the opening ceremony.</p> <p>Accompanying staff to ensure that every pupil feels supported and “safe” in the environment and, therefore, every pupil feels able to participate.</p> <p>Accompanying staff to work with pupils to help them develop a sense of pride in achievement,</p>	£3.50	<p>Inter House Multi-Sports festival, (organised and delivered by KS4 pupils as part of their AQA Unit Award in Sports Leadership.</p> <p>During the 2022-23 academic year pupils attended Bristol Bears Dance, Tennis and Rugby Festivals, Primary &amp; Secondary Panathlon Ten Pin and the South Glos. Festival of Youth Sport.</p> <p>Photographic and anecdotal evidence (including pupils voice) collected during events attended.</p> <p>Attendance at events/pupils involved collated (whole school) by PE co-ordinator.</p>	<p>Continue to offer pupils opportunities to attend LV2/ inter-school events (E.G. Panathlon, Panathlon Ten Pin, Festival of Youth Sport, Inclusive Sports Festival, etc)</p> <p>Increased participation at School Games events.</p> <p>Attendance at events to be collated (whole school) by PE co-ordinator to ensure provision for all.</p> <p>Results/reports of attendance at inter-school events posted on school website.</p>



	<p>whether winning in competition or just taking part.</p> <p>Staff release/cover to enable attendance at sporting fixtures/competitions/festivals.</p> <p>Celebration/praise of attendance and achievement at inter-school events with house points &amp; certificates in assemblies.</p>			
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Signed off by	
Head Teacher:	
Date:	28/07/2023
Subject Leader:	Helen Bell
Date:	26.07.2023