

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 31st 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](#).

Created by:



Supported by:



Details with regard to funding

Total amount carried over from 2021/22	£17390
Total amount allocated for 2021/22	£17390
How much (if any) do you intend to carry over from this total fund into 2022/23?	£17390
Total amount allocated for 2022/23	£17,000
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£33149 (£1241 CF)

Swimming Data – Not Applicable

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	N/A
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 2023. Please see note above	N/A
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	N/A
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A
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?	N/A

Pinewood Infant school – 2022-23

<p>Context:</p> <p>At Pinewood, we know that physical education is an essential part of a child's educational development. We aim to develop a balanced program offering a variety of activities to enhance skills in physical education. Positive participation in physical education will enable children to build self-esteem, teamwork and positive attitudes in P.E. We have been using a wider variety of clubs to broaden children's experiences. The key skills and knowledge has been developed from F1 upwards so that progression in the curriculum can be seen and easily planned for.</p>	<p>We aim to:</p> <ul style="list-style-type: none"> • Develop a love of physical activity and recognise that exercise is enjoyable • Develop physical competence and confidence by developing fine and gross motor skills • Understand what happens to your body during exercise and promote a healthy lifestyle • Promote a positive mental attitude to support well-being of all children • To build self-esteem through growing physical competence and to describe own achievements and that of others.
<p>Links to SIP 2022-23</p> <ol style="list-style-type: none"> 1. To improve whole school attendance rates and decrease persistent absenteeism 2. To revisit whole school approaches to helping our children know and remember more including the growth of a whole school consistent approach of retrieval practice 3. To further develop a culture of aspiration within the whole school community 4. To meet the needs of an increasing amount of children in school with very complex SEND needs 	
<p>Key Achievements to Date</p> <p>Higher involvement of children in adult led, structured sporting activities each play and lunch time</p> <p>Greater number of children involved in after school (and before school) sporting activities and clubs with a broader remit</p> <p>Monitoring of sports and physical education lessons with clear teacher-coaching to promote standards and share expertise</p> <p>When speaking to the children they express their enjoyment and excitement over P.E.</p> <p>Good communication between ourselves and Next level sport</p> <p>New assessment system in place</p>	<p>Areas for further improvement and baseline evidence of need</p> <ul style="list-style-type: none"> • Opportunities for staff professional development and fitness • Further develop pupil voice to identify barriers to participation for reluctant children and to act accordingly to reduce those barriers • Continue to increase the breadth of competitive sporting opportunities offered to children • Further widen the range of sporting activities on offer to the pupils • Pupil fitness and general stamina, and culture of sporting motivation • Promote child wellbeing through exercise • Clubs are a priority to give children a taste of different sports

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: 31/07/2023	
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				Percentage of total allocation:
				70%
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?:
For children to increase levels of physical activity and fitness by taking part in various physical activities.	Provide opportunities from expert PE specialists to encourage to inspire and motivate the children to participate in a variety of physical activities: <ul style="list-style-type: none"> • Intervention groups, active playgrounds, healthy lifestyle. • Football/games once a week across Year 1 and Year 2. • After school clubs - football, multi sports, multi skills, dodgeball, tennis and skipping. • Continue to liaise / work with families whose children have not attended an afterschool activity. • Create register to ensure all children have had the opportunity to attend after 		PE Specialist £9084	Children receive high quality PE lessons from a qualified coach impacting on attainment at the end of KS1. Sessions were all observed to be good/outstanding standard and all children regularly engaged in physical activity in school. All sessions were fully accessible by children with SEN need. Children's confidence grew considerably from beginning and learning about a new sport moving to gaining knowledge, skills and experience of how a sport is played, the rules and recognizing the need of taking part.
				Sustainability and suggested next steps: To continue focusing on original implementation targets. School is satisfied that these are being successfully delivered, opportunity here for us to now evolve and build on strong foundations that have been put in place this academic year. Continue to look into new equipment that can be used on the playground during break and lunch time maintaining effective and successful structured play. Identify additional clubs that will involve children from F2 more to promote a more

	<p>school clubs and monitor this on a termly basis.</p> <ul style="list-style-type: none"> Wake up shake up / go noodle / just dance / yoga to continue in all classrooms every morning Sports coaches targeting children throughout their lunchtime play. <p>Make playground more active by investing in the following:</p> <ul style="list-style-type: none"> New footballs, tennis rackets & balls, skipping ropes, cup & ball catchers, hula hoops, bean bags, Scooters Football area Dancing area Split playground into zones to enable structured and a variety of play across multiple areas at one time. <p>Continue to train Midday staff to create different games/activities for the children. Upskill staff to ensure that high proportion of SEND children to also be able to take part in games/ activities.</p>		<p>School actively targeted families who did not participate within afterschool sports clubs. Leading to an incredibly high uptake from the majority of PP/FSM pupils too. Please see the final page for school club breakdown and participation.</p> <p>Children actively took part in morning wake up shake up sessions through a variety of short sessions – this remains to be an integral part of our school timetable.</p> <p>Investment made across multiple areas of the playground centered around replacement of equipment. Each year group had equipment ordered in specific colors that belonged to their year group. E.g. Red – Y1. School hosted an assembly to explain to children how this would work and generate excitement of new equipment. Children also learnt to respect their appropriate coloured equipment leading to it being used correctly – children feel responsible to look after their designated equipment.</p> <p>School Business Manager actively lead a playground games campaign with midday staff to</p>	<p>balanced uptake across the school.</p> <p>Consider new staff who may join the Midday team throughout the school year. Ensure that they are upskilled and supported in promoting and managing positive behaviours and structured play at lunch time.</p> <p>Forest school now poses a huge opportunity for new learning and participation involving the outdoor world. Newly trained staff to capatilise on this creating opportunities for extra curriculum group work.</p> <p>PE Lead to enquire about training on child obesity and how to promote healthy lifestyles. Continue to look into interventions and programmes that we could participate in.</p> <p>As school TA roles have now moved on school to revisit playground training to maintain an effective and immersive learning environment.</p>
Provide forest school training for two members of staff with a view to implementing this initially with targeted groups of children.	<p>Train two TAs and consider how at the school grounds can be utilised and developed for this.</p> <p>Implement forest school with targeted groups of children.</p>	<p>New Equipment Cost £500</p> <p>£1600 Forest School Training</p>		

	<p>To continue to look into new Sports games outside and update areas that are tired/worn – basketball hoops, painted games on the playground and a mile a day.</p> <p>Training on child obesity and how to promote healthy lifestyles. Continue to look into interventions and programmes that we could participate in.</p> <p>Full replacement and upgrade of castle playground area including challenging active areas such as climbing walls, rope climbing areas, slide, bridges and open space for children to run.</p>	<p>Castle Project cost: £12,340</p> <p>Total: £23524</p>	<p>ensure variety of play is maintained during lunchtime hours. Providing more structure and positively supporting playground behavior. Games ranged from parachute games to duck duck goose. Midday staff to continue promoting this on a rota basis.</p> <p>Forest School training was completed by two TA's. Forest schools sessions held for some children post training.</p> <p>Castle area was removed and replaced with more actively challenging equipment. This area serves as a separate space to the main playground and can be used as whole class reward areas too.</p>	
--	---	--	--	--

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:

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:
To continue to raise aspirations of all pupils to achieve excellence including those from different ethnic backgrounds and those with SEND.	<ul style="list-style-type: none"> • Invite an athlete into school • Get equipment to support children with additional needs etc • School assembly on Para sports 	<p>£350 for motivational speaker.</p> <p>£400 on equipment.</p>	Assembly on para sports ensured the children understood how others with disabilities can still access sport and gain health benefits and enjoyment from it.	2023-24 we will be extending the hours of our sports coach to cater for small additional group interventions to cater for the needs of our children with high level send.

Created by:



Supported by:



	<ul style="list-style-type: none"> Taking part in different para sports within school 	Total £750	<p>Members of Canine Partners charity visited school to host an assembly around disability. Part of this assembly covered how people with disabilities take part in multiple sports across the world.</p> <p>Exercise balls, medicine balls, and multiple surface pillows ordered as part of SEN support around PE and exercise routines.</p>	<p>We will do a sports assembly to show different sports and then do a vote for clubs from the children and run our PE clubs accordingly to ensure all children access a PE club. However, we have offered a huge variety of clubs this year.</p>
--	--	------------	---	---

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				3%
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 promote and continue high quality PE lessons ensuring the children understand their attributes of their body and movement that links to a healthy lifestyle (mental and physical)	<p>Working alongside specialist PE teacher and PE lead.</p> <ul style="list-style-type: none"> Observations Learning Walk Team Teaching Modelling lessons <p>P.E planning available before the session for teachers and sports coaches.</p> <p>Notes to be written about each session to allow any children to be</p>	Subject Leader Release time £1024	<p>The PE curriculum is strong and clearly planned for across school. Lessons are planned to meet all knowledge progression steps and observations undertaken show lessons are delivered to a high standard.</p> <p>Our sports coaches are strong and as a result our teaching staff have increased in confidence in teaching and assessing PE. The PE Lead has worked closely with</p>	2023-24 will see a new PE lead in school along with 2 new sports coaches. Change can be good as it will give us a new set of eyes on our provision. We aim to keep the existing model we have of PE coaches delivering sessions, teachers observing and learning from them and then delivering lessons where the PE coach gives informal feedback. The reality is though that the

	<p>supported throughout the week or to challenge children further.</p> <p>P.E Planning monitored to ensure the best lessons for the children.</p> <p>P.E lead to attend P.E conference</p> <p>P.E lead to attend fine motor training for EYFS and lead in interventions.</p>	<p>sports coaches to ensure the yearly plan meets the needs of our children and coverage according to the NC and our KPOs.</p> <p>Monitoring of planning by our PE lead and the head coach at Next level means our children have clear instruction, appropriate activities and have made good progress throughout the year. As a result most children are at ARE in PE in Y1 and all in Y2.</p> <table><tr><th>Number:</th><th>Cohort</th><th>Boys</th><th>Girls</th><th>FSM</th><th>NFSM</th><th>PP</th></tr><tr><td>Year 1 emerging (WTS)</td><td>2/49 4%</td><td>2/22 9%</td><td>0/27 0%</td><td>2/11 18%</td><td>0/38 0%</td><td>2/15 13%</td></tr><tr><td>Year 1 expected (ARE)</td><td>40/49 82%</td><td>15/22 68%</td><td>25/27 93%</td><td>9/11 82%</td><td>31/38 85%</td><td>13/15 87%</td></tr><tr><td>Year 1 exceeding (GDS)</td><td>7/49 14%</td><td>5/22 23%</td><td>2/27 7%</td><td>0/11 0%</td><td>7/38 15%</td><td>0/15 0%</td></tr><tr><td>Y1 ARE/+</td><td>47/49 96%</td><td>20/22 91%</td><td>27/27 100%</td><td>9/11 82%</td><td>38/38 100%</td><td>13/15 87%</td></tr><tr><td>Year 2 emerging (WTS)</td><td>0/52 0%</td><td>0/19 0%</td><td>0/33 0%</td><td>0/13 0%</td><td>0/39 0%</td><td>0/14 0%</td></tr><tr><td>Year 2 expected (ARE)</td><td>48/52 92%</td><td>17/19 89%</td><td>31/33 94%</td><td>12/13 92%</td><td>36/39 92%</td><td>13/14 93%</td></tr><tr><td>Year 2 exceeding (GDS)</td><td>4/52 8%</td><td>2/19 11%</td><td>2/33 6%</td><td>1/13 8%</td><td>3/39 8%</td><td>1/14 7%</td></tr><tr><td>Y2 ARE/+</td><td>52/52 100%</td><td>19/19 100%</td><td>33/33 100%</td><td>13/13 100%</td><td>39/39 100%</td><td>14/14 100%</td></tr></table> <p>The fine motor training attended gave our EYFS team increased ideas and as a result has led to a good understanding of supporting our children with interventions</p>	Number:	Cohort	Boys	Girls	FSM	NFSM	PP	Year 1 emerging (WTS)	2/49 4%	2/22 9%	0/27 0%	2/11 18%	0/38 0%	2/15 13%	Year 1 expected (ARE)	40/49 82%	15/22 68%	25/27 93%	9/11 82%	31/38 85%	13/15 87%	Year 1 exceeding (GDS)	7/49 14%	5/22 23%	2/27 7%	0/11 0%	7/38 15%	0/15 0%	Y1 ARE/+	47/49 96%	20/22 91%	27/27 100%	9/11 82%	38/38 100%	13/15 87%	Year 2 emerging (WTS)	0/52 0%	0/19 0%	0/33 0%	0/13 0%	0/39 0%	0/14 0%	Year 2 expected (ARE)	48/52 92%	17/19 89%	31/33 94%	12/13 92%	36/39 92%	13/14 93%	Year 2 exceeding (GDS)	4/52 8%	2/19 11%	2/33 6%	1/13 8%	3/39 8%	1/14 7%	Y2 ARE/+	52/52 100%	19/19 100%	33/33 100%	13/13 100%	39/39 100%	14/14 100%	<p>coaches are so strong that they are best placed to deliver sessions for the children as a music specialist is the best placed to deliver music! We have learnt so much however. Next steps will be the new PE lead learning school systems, observing, monitoring, ensuring we have the right equipment and variety and planning an intervention programme in tandem with the SEND lead to target certain children.</p>
Number:	Cohort	Boys	Girls	FSM	NFSM	PP																																																												
Year 1 emerging (WTS)	2/49 4%	2/22 9%	0/27 0%	2/11 18%	0/38 0%	2/15 13%																																																												
Year 1 expected (ARE)	40/49 82%	15/22 68%	25/27 93%	9/11 82%	31/38 85%	13/15 87%																																																												
Year 1 exceeding (GDS)	7/49 14%	5/22 23%	2/27 7%	0/11 0%	7/38 15%	0/15 0%																																																												
Y1 ARE/+	47/49 96%	20/22 91%	27/27 100%	9/11 82%	38/38 100%	13/15 87%																																																												
Year 2 emerging (WTS)	0/52 0%	0/19 0%	0/33 0%	0/13 0%	0/39 0%	0/14 0%																																																												
Year 2 expected (ARE)	48/52 92%	17/19 89%	31/33 94%	12/13 92%	36/39 92%	13/14 93%																																																												
Year 2 exceeding (GDS)	4/52 8%	2/19 11%	2/33 6%	1/13 8%	3/39 8%	1/14 7%																																																												
Y2 ARE/+	52/52 100%	19/19 100%	33/33 100%	13/13 100%	39/39 100%	14/14 100%																																																												

			such as funky fingers. This will continue throughout year 1 with targeted children.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
Additional achievements: To broaden the activities offered at school	Organise a variety of clubs which include: <ul style="list-style-type: none"> Football Multi sports (gymnastics, dance, yoga, games) Multiskills Martial arts Cricket Athletics Archery Tennis Skipping Lunch time clubs Sports day Sponsored walk 	Next Level additional ASC @ 39 weeks: £1623 Becky (Aerobics) @ 39 weeks: £1560 Next Level ASC @ 39 weeks: £1338 Internal Clubs: £2000	After school and lunchtime clubs hosted by sports provider and also school staff. Offering children an incredibly large variety of sports to participate in and learn about leading to children being able to build more confidence across multiple unique sports. Participation was monitored and children with low or minimal participation were targeted to help increase individual attainment levels. Please see the final page for	We are very happy with the way our club system works and will continue it in 2023-24 with the addition of F2 starting clubs in the summer term and ensuring our PE clubs in year 1 also cater for the needs of a high level SEND cohort. We also gave the children opportunity for inter school competition in football which we intend to build upon as it was such a positive experience for the children. Sports captain role to be

Sport captains	<ul style="list-style-type: none"> Balance bikes Forest School <p>Children to become sports captains. Two children from each KS1 to become sports captains. This will encourage the children to take a lead on creating games within the playground, monitoring equipment, talk to the other children on how to improve P.E for everyone.</p>	Total £6521	school club breakdown and participation.	developed promoting more responsibility and an active part in creating games and monitoring equipment around school. This role was established during the school year however we have identified much more opportunity, potential and future growth within this role for children.
----------------	---	-------------	---	--

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				4%
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 encourage children participate and enjoy a variety of competitive sports.	<p>Organise sports competitions with other local infant schools.</p> <p>Whole School Sports – a variety of activities for all to participate and achieve.</p> <p>Intra sports & comp. Where appropriate: sports days, goal scoring, athlete sponsored event.</p>	<p>Local Area Football Competition: £150</p> <p>Local Area Gedling Games Entry (23/24) £180</p>	School Business Manager & TA's lead 18 children (Girls & Boys) in a local football competition involving 8 local Infant Schools. As a result school has now registered itself into annual games competing against multiple schools in the Gedling area. (These games will begin within school Year 2023/24).	<p>After a successful introduction to local school competitions, TAs are now to create a football club within school – including regular football practice in school and to be involved in local area competitions.</p> <p>To begin to build the schools</p>

	<p>PE Specialist to continue to deliver competitions – cricket, football, skipping, etc.</p> <p>Using the world cup 2022 encourage the children to take part in the build-up. Everyone to support England and another country (this can be linked to their topic). All classes to track the games in the world cup. England songs to be played for the children to learn.</p> <p>Penalty shoot-out between classes.</p> <p>Throughout lessons encourage healthy competition.</p>	£1320	<p>School hosted its annual Sports day, involving all year groups F1 – Y2. School operated multiple competitive races open to all children of any ability. Celebrating healthy competition and contribution of all individuals. Staff & parents also took part in competitive races, promoting healthy sportsmanship to pupils.</p> <p>World cup event held in school alongside PE sport provider. Classes were split up to represent multiple countries from across the world. Children had an opportunity to learn about each country, including making their own flags. Event involved mini football matches and football training sessions within school. The day ended with an assembly celebrating the day overall.</p>	<p>sporting profile across the local authority by participating in the Local Area Gedling Games. This will allow children the opportunity to learn a new skill and to embrace / participate in positive competitive sports.</p>
--	--	-------	---	---

School Clubs Breakdown & Participation

Autumn Term School Lead & Provider Lead Clubs (Sport focussed):	Spring Term School Lead & Provider Lead Clubs (Sport focussed):	Summer Term School Lead & Provider Lead Clubs (Sport & outdoor focussed):
<p>Year 1 Martial Arts (15 students)</p> <p>Year 1 Gymnastics (15 students)</p> <p>Year 2 Football (15 students)</p> <p>Year 2 Martial Arts (15 students)</p> <p>Year 2 Gymnastics (15 students)</p> <p>Year 1 Football (15 students)</p>	<p>Year 1 Aerobics (15 students)</p> <p>Year 1 Multi Sports (15 students)</p> <p>Year 2 Multi Skills (15 students)</p> <p>Year 2 Aerobics (15 students)</p> <p>Year 2 Multi Sports (15 students)</p> <p>Year 1 Multi Skills (15 students)</p>	<p>Year 2 Tennis (15 students)</p> <p>Year 1 Dodgeball (15 students)</p> <p>Year 2 Dodgeball (15 students)</p> <p>Year 1 Tennis (15 students)</p> <p>Y1&2 Fun Yoga (15 students)</p> <p>Forest School (15 students)</p>

Multisports (15 students)		
Year 1&2 Breakdown: 27/31 PP Children Attended – 87% (remaining children were late arrivals in the summer term) 66/72 Non PP Children Attended – 92% Total Y1 + Y2 – 90%		

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	