

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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£ 2667.05
Total amount allocated for 2021/22	£ 17690.00
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 1176.60
Total amount allocated for 2022/23	£ 20,337.05
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 20,337.05

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p>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</p>	<p>During the 2022 -2023 term. Children in both year 2,3,4,5 and 6 and across the school took part in both water safety and learnt to swim achieving the ducklings level 4, rainbow 25m award, discovery level 2. Children learnt how to enter and exit the pool, float safely and build their water confidence. Lessons took place at Faversham pools on a Tuesday and Wednesday.</p> <p>50%</p>
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p> <p>Please see note above</p>	<p>1%</p> <p>Pupils develop water safety and confidence over distance travelled.</p>

<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	<p>0 %</p> <p>Pupils use strokes effectively however pupils focus on a stroke that matches their cognitive level and physical abilities.</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>50%</p>
<p>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?</p>	<p>Yes</p>

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2022/23		Total fund allocated:		Date Updated: 27 th July 2023	
<p>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</p>					Percentage of total allocation: 7%
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?:	
Our pupils have profound severe and complex needs and our intention has been to broaden the range of opportunities of physical activity for everyone. This has been through a range of approaches such as widening the range of activities and events available to pupils, expanding the facilities we have in class to engage pupils in physical activity and also improve our infrastructure and environment to create more and varied opportunity for physical activity.	Bikes continue to be used during and after formal and informal PE lessons. Three-wheeler and two-wheeler bikes will expand pupils motor skills and widen the usage and engagement of sport and physical activity towards the 30min guidelines every day at school.		£ 1000 – Bike service and parts	For the second year bikes, scooters and balance bikes have provided key stage 1 and key stage 2 with the opportunity to learn a variety of bike safety skills. The delivery of cycling during lessons and introduction of regular cycling on static and freewheel bikes means regular cycling takes place during enrichment, break time and whole school events. The children now know how to be safe when riding a bike, children have learnt how to wear a helmet correctly and some do this independently, children ride a three- or two-wheel bike with confidence and control.	
Embed a sustained and progressive curriculum where all pupils have the opportunity to be healthy and active.	Lunch clubs including gym clubs, football club run by the PE TA - A dynamic and motivated PE team that lead and teach a progressive and bespoke curriculum to the whole school . Both formal and non – formal lessons		£500 – Resources	Many children now express themselves and communicate a	
				<ul style="list-style-type: none"> • Service the bikes for the new academic year. • Introduce a cycling award scheme to pupils • Identify links with a cycling club • Utilise outdoor space for cycling with further links with Sittingbourne School. • Further lunch clubs across the school – • Update school curriculum 	

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	provide regular physical activity alongside the extra enrichment opportunities		<p>real enthusiasm and are keen to try more challenging skills and sports. All pupils transition and are proud and motivated to take part in PESSPA. PE is ingrained into the elements of the school community.</p> <p>. In key stage 2 over 60 children enjoy cycling along with key stage 3 and 4 children. Positive relationships have developed with different ages and ability levels across the school. Children now want to play and be outside, this has improved positive behaviour as children use the bikes as their reward when working well in class.</p> <p>This can also be evidenced in our regular PE newsletters</p>	<ul style="list-style-type: none"> Share knowledge and skills set with the TAS that already promote or wish to deliver physical activity in and around the school.
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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: 40%
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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>To raise the profile of PE across the school through greater access to sporting events, workshops, pupil access to extra-curricular sports and activities.</p>	<p>*Soft play for students with sensory needs in KS1 and 2 to allow for the development of gross motor skills, communication, explore learning and growth and independence.</p>	<p>£2325</p>	<p>The feedback forms concluded that classes that took part in soft play were more focused during lessons. Children have improved the ability to share and play within a classroom. The children with a sensory need to climb were able to fulfil their specific sensory needs at swallows soft play. Children have developed their independence skills and self-resilience in a safe and controlled manner. Children now know how to play outside better and have developed positive relationships with other children because of the shared experiences. This was noted by feedback from class teachers and parents.</p>	<ul style="list-style-type: none"> • Create further links with Swale Community Leisure. Speak with Gabrielle about a reduced and sustainable price for term 2 – 6 for primary aged children to use the soft play. • Development of school sensory suite in partnership with FOMS. • Identify opportunities for out of school hours - specifically for Meadowfield parents and carers.
<p>*To improve quality of PE and sport in lessons. *To help improve motor skills through school. *To help to improve physical activity in children. * To promote a positive well-being for all children</p>	<p>*Swimming for Year 6s but is on the curriculum to build water knowledge and safety.</p> <p>*Pop dance, Kent cheer and introduction of Boogie Tots.</p> <p>Dance continues to grow in popularity at Meadowfield. New opportunities for children in red, green and orange corridor will help improve positive well- being</p>	<p>£600</p> <p>31x £65 = £2,015</p> <p>31x £70 = £2170</p>		<ul style="list-style-type: none"> • Swimming to be available on Tuesday and Wednesday term 2 – 6. Identify opportunities for swimming at Swallows and maximise the use of the hydro pool. • Boogie Tots/pop dance to maximise the engagement levels and help support the

	<p>*Different organisations to deliver day activities to increase engagement and give new opportunities to the children raising the profile of PE in the school - such as:</p> <ul style="list-style-type: none"> • Fish out of water dance • Judo Day • Lego Day <p>the children and raising the profile of PESSPA.</p>	<p>£600</p>	<p>Sports week provided the development of outdoor spaces near the sensory garden. Such as: Being at the beach. Children have learnt about the outdoors using outdoor play and exploratory games. Children have begun to learn about the outside world.</p>	<p>growing demand. Boogie Tots is suitable to the majority of children in key stage 1 and 2.</p> <ul style="list-style-type: none"> • To utilise further non-traditional activities and build upon the success of sports week. To run sports week in June and link with other schools in the community. • Combine intra competition alongside the house system that is to be imbedded across the whole school. • To develop sustainable climbing equipment that allows for children from key stage 1 and 2 to engage and meet their sensory needs at break and play time. The equipment could also be used in PE lesson to teach safe climbing and core games. <p>To develop and connect with the KSENT PE leads and create competition by working in partnership with the SGO</p>
	<p>Outdoor equipment which is sustainable but will be used where we can organise enrichment activities and build on pentagon play equipment.</p>	<p>£400</p>		

			The space is available for whole school.	(Claire)
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
	1%

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:
Expand the PE team. From Sept it is the intention for the PE team to support colleagues to develop their knowledge and confidence in delivering PE especially across the primary ages and extended impacts. Therefore, children will be able to consolidate key skills learnt in PE form Key stage 1 and 2 by practicing motor skills, social and emotional skills outside of lesson time.	CPD for 3 PE Staff -Cricket course Staff CPD Session on a Friday afternoon. PE staff led a session for the whole school about the value and impact of different activities and sports. Such as Kinball and the use of the health and wellbeing suite.	£ 150 0	Staff deliver cricket in term 6 with confidence. Pupils have attended School Games tournaments and competitions within the local community Staff and PE staff have used Kinball in lessons as a way of engaging children across the whole spectrum of the school. Kinball provided an excellent motivator to engage disengaged children. PE staff purchased the equipment to deliver Kinball in school.	<ul style="list-style-type: none"> PE teachers will need to support and enhance the skills of TAs and teachers by introducing and leading small workshops for TAs and teachers. This could be completed during the new Friday CPD afternoon. PE staff to introduce activities/sports that can be used in class and by working closely with class teachers enhance the confidence of staff across the school in the

			Outdoors and inside kinballs has engaged and motivated children to go outside. Children now know about the importance teamwork when playing the sport or adapted versions.	<p>delivery of physical activity.</p> <ul style="list-style-type: none"> • Make kinball more readily available for other primary classes at break or lunch. • Nominate sports TAs. Use PSG funds for this.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 47%
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>Additional achievements:</p> <p>We have funded a range of outside providers to facilitate sports events, experiences and workshops that are in addition to and different from the normal curriculum offer in order to broaden pupils experiences. To learn values and skills including respect, team work and determination.</p>	<p>Judo workshop and Judo day for schools within the local community</p> <p>Scooters and bikes readily available.</p>	£ 200	<p>Pupils within the whole school 400 pupils took part in a number of days that introduced martial arts.</p> <p>Pupils across enquire and explore pathway learnt the values of Judo and the importance of showing respect. The sessions allowed for pupils to communicate with other pupils from different schools in the local area positively. whilst building self-confidence and resilience in a combat sport.</p>	<ul style="list-style-type: none"> • After school clubs linked to OSF funding • Introduction to pathways and promotion of sports clubs and activities. • Future external partners to deliver session to the school and wider community.

	<p>Supported salary for PE Staff that are qualified to deliver high quality PESSPA.</p> <p>After school clubs for pupils in the school</p>	<p>£9452,15</p>	<p>Children now want to play and be outside, this has improved the positive behavior and interaction in new and challenging environments. Children use the bikes as their reward and motivator when working well in class. Pupils have a much greater understanding of road safety and road awareness - Children now know that helmets must be worn when using the bikes. Children now know how to check and make a bike ready to ride. Road skills have been taught such as stop, look and listen.</p> <ul style="list-style-type: none"> • 1st KSENT Games 2023 • £40,000 raised for the school and school community • SEN after school clubs at KS2,3 and 4 • Regular/termly PE newsletter • Regular School Games Attendance • Links with the SGO • Gold Mark 2nd Year • Sports Week Whole school • Fundraising/sensory events 	<p>2nd KSENT Games 2023 -24 Develop SEN Sports Calendar 2023 -24 Work with the Inclusion Officer KENT. Whole school sports week with parents and carers. Retain Gold Mark by competing and updating</p> <p>Increase the after school opportunity within the school by working with Inclusive</p>
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			<p>Inclusive Sports is a multi sports agency that helps families within the community. Sports Connect offer NCFE qualifications and is a 1st4Sport approved centre as well as a Kent FA Licensed Football Provider. Working in partnership with our local school games organiser (SGO) for Swale the PE department was offered funding through the Ministry of Justice. The funding goal was to promote opportunities to disadvantaged families and young people who would benefit from learning about the negative potential of exploitation within society and the advantages that sports and exercise has. Through consulting with parents and carers and Sports Connect it was decided that an after-school club would be the next natural step. Parents and pupils attended for three terms on a Wednesday 3:30 -5:30. The benefits are parents and carer develop positive relationships with an external provider that enhanced pupils ability to: eat correctly, cook, develop social skills, gain confidence and ability to improve self regulation skills in a safe and non-judgmental space.</p>	<p>Sport and clubs during half term</p> <p>Possible project 2023-24 Introduction and development of a sensory and immersive sensory suite for all pupils.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				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:
To extend a competitive element in PE against other SEN schools. *To increase the engagement of all children in regular physical activities in competitive sport.	<p>Play multi sports against Milton Court And other local SEN school. Compete against other SEN schools within the KSENT network.</p> <p>Children took part in a whole school intra roweathon competition. Children from different classes competed to beat the best times in all key stages.</p> <p>Children took part in a whole school intra cycleathon competition. Children competed on bikes to achieve the most laps on a static and three wheeled bike.</p> <p>Children took part in School Games events.</p>	<p>£ 200 – resources for events.</p> <p>0%</p> <p>0%</p> <p>£700</p>	<p>The PE Team 1st KESNT games organised in June with schools across KENT. Stronger links with SEN schools. Leagues and SEN sports calendar to be developed in 2023 -24</p> <p>On the 21st June the first ever Ksent OLYMPIC games was organised by the Meadowfield PE team.</p> <p>Over 16 schools attended from around the county. The events were focussed around inclusiveness and the School Games Values. In support was our amazing School Games Organiser Claire Geeves and helpers from Bower Grove school and Rowhill. Feedback from pupils and staff included: “2 of the students that attended said it was the best trip that they had ever attended!!”(Beacon School) “Congratulations on yesterday. I had Wonderful feedback” (Rowhill)</p> <p>Links with KSENT Schools</p>	<ul style="list-style-type: none"> • Further links with Ksent Schools including SCC in preparation for Sports Week 2024 • Take part in more inter competitions and promote wider inter competitions sports to KS2. • Work with the SGO to promote inter and intra competitive sport. • Promote pupils playing and undertaking PESSPA by continuing with the rewards system and PE values.

	<p>400 pupils took part in sports week that incorporated every pupil. Competitive elements included athletics indoor and outdoor. Rewards, resources and paid for external agencies.</p>		<p>Children now know that they have the resilience to play in competitive sport. Children now know how to win and lose. Children were able to demonstrate sportsmanship when competing against each other</p> <p>On the 10th - 14th July the whole school came together to celebrate being active and showcase sport and PE at Meadowfield.</p> <p>What a sight to behold with early years being encouraged by the older children and our PMLD pupils racing with those in blue corridor. Ethan walking unsupported. Sixth form leading and helping activities, tears of happiness and many, many more heart felt moments.</p> <p>The week started with our own Meadowfield superhero mile. Throughout the week was offered both traditional and non traditional activities. This included wheelchair games, dance and traditional sports day activities. As always the Fire Service and Saint Johns Ambulance provided much fun and joy.</p> <p>The external contributors helped to provide real variety with :</p> <ul style="list-style-type: none"> • Sensory interactive dance and movement • Superhero Judo display by GB athletes 	
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			<ul style="list-style-type: none"> • Dancing with superhero Sammy • Fire Service hero • Ambulance hero • Super Police car • Olympia boxing superhero <p>The whole Meadowfield family came together so all pupils across the school could enjoy sports and activities. The final 60m race finished with awarding trophies to our fastest pupils and also pupils in engage who have achieved their personal goals.</p>	
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Signed off by	
Head Teacher:	Angela Howe
Date:	6.9.2023
Subject Leader:	Ian Harman
Date:	27.7.2023
Governor:	Roberta Kane
Date:	27.7.2023