

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	£1,573
Total amount allocated for 2021/22	£23,751 (Including Carry Forward)
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£16,680 (Excluding Carry Forward)
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£18,253 (Including Carry Forward)

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 2023. Please see note above	We don't have a year 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	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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

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: £18,253		Date Updated: 31.07.23	
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: 6%
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 ensure that teachers have access to equipment needed to carry out high quality PE lessons. Ensure there is enough equipment so all children have access to engagement in PE lessons, playtimes, extra-curricular clubs and inter school competition. Purchase PE scheme of work that ensures progression and enables teachers to provide high quality PE sessions</p> <p>Continue to offer high quality PE throughout the whole day.</p>	<p>To replace any old and worn-out PE equipment. To purchase new equipment to increase the range of activities and the engagement of all children. To provide equipment to encourage active playtimes. Renewal of PE scheme of work.</p> <p>Upskill new young leaders and lunchtime staff to help facilitate structured play at break and lunch time. Produce a rota for use of the equipment / ball court / so all children can access it regularly. Employ coach to run lunch clubs to encourage additional physical activity at lunch times.</p>		<p>PE equipment, playtime equipment, scheme of work renewal + Balance bike training and sessions for children.</p>	<p>Children have a better knowledge and understanding of the skills needed in different sports. A wider range of sports has been promoted and offered throughout school. More equipment means more children have access to a range of sports in order to develop skills and interests. Teachers skills and confidence levels have grown since using Getset4PE leading to higher quality PE sessions.</p>	<p>Quality first teaching can be accessed easily which in turn promotes a healthy lifestyle. Play Leaders and lunch time supervisors have their own equipment in the playground storage which enables easy access and more active playtimes.</p> <p>Yearly training of play leaders. Appointed LSA in charge of overseeing playleader activities and ensuring resources and equipment are readily available and in good condition.</p> <p>Lunchtimes are more active</p>

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<p>KS1 focus on physical and gross motor development through time on trikes, bikes & scooters. Aimed at improving coordination and fitness.</p>	<p>Reception to receive 'Balanceability' sessions, Y1 pedal bike sessions and year 4 and year 5 to receive 'Bikeability' training. Member of staff trained and delivering balance bike sessions in the outdoor provision to improve agility, balance and coordination.</p>			<p>with less accidents and incidents. More children engaged with activities.</p> <p>More children have regular access to balance bikes to develop balance, control and coordination. Member of staff trained to deliver balance bike sessions. All children by the end of the year could safely ride the balance bikes even those children that didn't pass the balanceability sessions.</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation: 0%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<p>Present sport in a positive way. Celebrating achievements and promoting sporting successes in and out of school.</p>	<p>Celebrate sporting successes from both curriculum events and out of school events at celebration assemblies.</p> <p>Hold a Sports for champions event to raise the profile of sport, ensuring all children to take part in the event and are exposed to positive role models from the world of sport.</p> <p>Display board showing upcoming events and promoting local community clubs.</p>		<p>Display used to promote events, local sports clubs and celebrate achievements (achievement wall)</p> <p>Children's successes and events attended celebrated during assemblies. Sport given a higher profile in school to encourage participation of all pupils. Children keen to share their successes.</p> <p>Sports for champions event enjoyed by all. Feedback from children was positive and they reported that they were 'inspired' by the athlete to try new things when they get the opportunity. It also raised the profile of basketball and consequently a higher number of children have been asking to play / participating in basketball activities at playtimes.</p>	<p>Continue to celebrate sporting successes from both curriculum events and out of school events at celebration assemblies.</p> <p>Hold a sports for champions event yearly to raise the profile of competitive sport.</p> <p>Invite other successful athletes known to the school to talk about their successes e.g past pupils and individuals know to staff.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				10%
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>In order to further improve progress and achievement of all pupils the focus is on up-skilling the staff. All PE staff will work alongside specialist PE teacher and PE coaches.</p> <p>To audit staff to ensure that all teachers are confident and have an increased knowledge of PE – to ensure that all children have access to quality first teach. Work alongside coaches to ensure teachers have access to support in those areas they are less confident in.</p> <p>Teachers to use GETSET4PE as a planning and progression tool so that children are given high quality PE sessions which are motivating and engaging.</p>	<p>To use Getset4PE to plan a brad, balanced and progressive PE curriculum. To support staff in the delivery of these sessions.</p> <p>Identify gaps in confidence and expertise in the teaching of PE and provide internal training (from specialist PE coaches) and internal / external CPD</p>	<p>Supply cover for PE lead, Supply cover for sporting events</p> <p>Supply cover for staff training</p>	<p>Revised PE curriculum now in place which shows progression across all year groups and is easy to follow for teachers that lack confidence in certain areas.</p> <p>Ongoing work with sports coaches and PE specialist from the pyramid to embed the curriculum and model good practise.</p> <p>Getset4pe used to support the planning and teaching of PE, support physical and mental wellbeing and to motivate and engage children of all abilities.</p>	<p>Continue to work alongside specialist PE teachers from the pyramid to support and teach areas of PE that staff feel they are not as confident in. Teachers will become more confident seeing high quality lessons modelled for them. Ongoing observations of staff teaching PE to ensure consistency throughout the school.</p> <p>Monitor use of getset4pe across year groups. Ensure assessments are being consistently used to track progression.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 55%
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:
Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved.	Source high quality coaches Create timetable for coaches to deliver within and outside the curriculum.	Sports specialist for curriculum time to upskill teachers	A wider range of clubs being offered to all pupils. Clubs attended by a wide range of pupils from all year groups.	Continue to employ sports coaches to provide high quality sessions outside of the curriculum, offering a wide range of sporting experiences.
Provide additional opportunities for children with additional needs	Identify pupils who are below physical literacy expectations and target for intervention in movement group Identify and source equipment needed. Identify staff member to undertake activities. Provide appropriate CPD.	Sports coach for after school clubs Staff member to carry out movement groups Cover for movement group training at Farnley	Children with additional needs identified and targeted and movement group began to have a positive impact on motor skills.	More staff members to be trained to provide movement group consistently throughout the week and throughout the school
Ball court timetable to be developed so more children use it. Creating a range of week by week activities (not just football) will	Take ideas from children on how to use ball court. Play leaders and lunchtime staff to Monitor use of ball court to ensure football isn't the daily focus.		Removing the opportunity to play football on certain days resulted in a broader range of activities being played in the ball court and an increase in the	Monitor activities to assess who is taking part and how popular they are. Talk to SSCO and other PE leads to find out if other schools have any good

<p>encourage children not interested in football to use the facility.</p> <p>More active lunchtimes for all children.</p>	<p>Lunchtime supervisors to encourage active lunchtimes and initiate activities with children and play leaders</p>		<p>numbers of girls / younger children accessing activities in it.</p> <p>More equipment available at lunchtimes mean more children are active and engaged.</p>	<p>ideas.</p> <p>Make sure lunchtime staff attend play leader training.</p> <p>Continue to resource playtime container to ensure equipment and resources are easily accessed and in good condition.</p>
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Head Teacher:	E. Taylor
Date:	14.11.2023
Subject Leader:	D. Weatherhead
Date:	22.07.2023
Governor:	
Date:	