

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	£0
Total amount allocated for 2021/22	£17920
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17890
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 0

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>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>	34.17%
<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>	34.17%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	89.36%
<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>	Yes

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:	
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:
					30%
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?:	
To provide pupils with physical activity through outdoor learning, developing social and personal skills thorough team building activities.	Oak Forest Schools to deliver forest school sessions from FS2 to Year 6. The initial block of forest school sessions to focus on resilience, using knives, fires, saws to produce given outcomes. Pupils will be required to work together in a team developing their personal and social skills. Further sessions may link to current topics or OAA activities. Pupils to be active throughout the sessions (sessions lasting approximately two hours).		£5280 & resources £145	All pupils throughout school have taken part in at least 2 half terms of Forest Schools. They have developed their emotional and social well-being through team activities and OAA activities. Pupils have learned to preserve at tasks. From pupil discussions and observations, pupils have enjoyed and been physically active throughout each Forest School session. Vulnerable pupils have also benefited from attending after school clubs.	
				To continue offering Forest School sessions with all children across school and targeting the most vulnerable children with intervention groups. To also be used as a reward and to target the least active. Teachers to gain more CPD and have the confidence to led more outdoor sessions in their teaching.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
To raise awareness of PE in school and develop positive attitudes towards PE.	To award a PE Star of the Week sticker to a pupil who demonstrated outstanding effort and progress in every PE lesson. Names to be collected and at the end of every term, a name to be randomly drawn to receive a £5 voucher as a prize.	£5 x 3 = £15	More children receive acknowledgment for their effort and progress even the least able children. Reasons for giving the PE Star are shared with the class. Pupils ask who the PE Star is and like to have their name on the chart/wall.	Continue to promote PE thorough awarding pupils PE Star Sticker.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				37%
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:
Develop staff knowledge and confidence through PE Pro App and Elite Kids Coaches	Use teacher questionnaires to inform which CPD/ areas of the PE curriculum to develop Use the PE Pro App to support planning and subject knowledge Begin to use the PE Pro App to inform assessment and progress of pupils Teaching staff to observe coaches and be involved in the sessions to develop their skills and knowledge to be able to teach more confidently in that area. To record observations in Assessment books.	PE Pro App £1,250 Elite Kids Coaches £5140	Teachers have received CPD through the PE Pro App and the Elite coaches. Teachers feel more confident in the areas that they asked for more CPD following the questionnaire sent to teachers. The app has enabled pupils and teachers to share WAGOLL performances on videos in their lessons to ensure and develop quality performances from pupils. Evidence from discussions with pupils and staff and lesson observations.	To continue to use coaches to develop teacher's CPD especially with a focus on ECTs. To enable further development and subject knowledge of PE, school has explored other PE curriculums and sport coaches including costings.
Subject leader to keep informed of developments in PE and sport through CPD.	Subject leader to attend PE conference PE lead to attend virtual PE Conference (Yorkshire Sport Foundation)	£70 + Supply £199	Subject leader aware of latest developments in PE and access to resources to develop the PE curriculum.	School of Kindness assembly to develop the well-being of pupils across KS2. (June 2023)

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 31%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
All pupils in Year 5 to meet the NC requirements for swimming (catch up)	Pupils in Year 5 who have not met the NC requirements for swimming to attend two terms swimming lessons.	£5621	Majority number of pupils in Year 5 have now reached national expectations in swimming.	All pupils who needed catch up swimming have now received it.

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 participate in competitive sport, developing the skills and knowledge to compete successfully individually and in a team	To attend inter events from Five Towns competitions and from Ackworth School (Tennis competitions). To participate in virtual competitions such as the Daily Mile and KS1/FS virtual Multi Skills competition.	Cost of coaches £570	Pupils have participated in a variety of events, including tennis, rugby, multi sports and active curriculum competitions. These have involved the least active children, included those that are more academic. Children have increased confidence to participate in competitions. Evidence of enjoyment from pupil feedback forms. Pupils have enjoyed participating in virtual competitions – Year 2 pupils won 3 rd prize.	Continue to enter inter events virtually and at venues. Continue to offer to all pupils and target those least active pupils, SEND and offer equal opportunities to boys and girls.
To participate in a competitive Sports Day.	Every child to participate in Sports Day and compete in at least 2 events. Pupils to practise their events before and	Stickers and certificates £120.21 Hurdles £139.92	All pupils participated in Sports Day and were able to select the events of their choice. They learned how to compete fairly and recognise the importance of improving their personal best as well as being able to win/not win. Pupils wanted to enter more than two events.	Organise sports day next year with competitive theme

Signed off by	
Head Teacher:	

Date:	
Subject Leader:	C CARR
Date:	19/07/23
Governor:	
Date:	