

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 judgement, 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 offers
- 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 <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools> 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 underspend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment.

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 31 July 2023.



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2022/23	£17,860
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2023/24	£
Total amount of funding for 2022/23 to be reported on by 31st July 2023	£ 18,500

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 as best you can. 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>	50%
<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>	25%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	90%
<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/ No

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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: Increase confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: %
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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?
Whole school teaching assistant training to increase the quality of support within PE lessons.	All teaching assistants to attend the teaching assistant training provided by the sports partnership regarding supporting PE.		Part of buy in from RESSP	The Teaching Assistants are now taking smaller groups in PE. The smaller groups have been the targeted children who are not ready for the PE curriculum for their age group. The Teaching assistants have been focusing on the skills those children need to catch up. With some challenging year groups the TA's have been working with one Group to keep the groups smaller for the topics.
Increase knowledge, understanding, confidence and competence of the subject leader.	JB to attend CPD delivered by Redcar and Eston Sports Partnership to ensure is quality of PE is enhanced.		Part of buy in from RESSP	Knowledge in the following subject areas are up to date after attending CPD: <ul style="list-style-type: none"> • NFL flag football • Trampoline training • Tag rugby • Invasion games • Deep dive training
				Sustainability and suggested next steps:
				New TA's to have training and understand the responsibilities within the PE lessons.
				To use the CPD sessions in the new academic year to promote a wider variety of experiences within the PE curriculum offer.

			<ul style="list-style-type: none"> • Autism training • Subject leadership • Sportshall athletics • Primary PE conference • Bee Netball 	
Key indicator 2: 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: %
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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 purchase Moki Bands to enhance the participation of Physical activity within classrooms over a termly period.	JB to give out prizes for the highest achieving activity levels within each year group.	School Budget	Using the Moki Bands we have seen a huge increase in activity levels throughout the school. Children have been taking part in OPAL at lunch times which has increased physical activity levels.	The school has purchased moki bands for the new academic year after loaning from the sports partnership so hoping to continue using in year groups on a termly basis and create a moki competition between year groups.
Promote physical activity at home.	Using koboca to set children homework physical activities to enhance basic fundamental movement skills.	Part of buy in from RESSP	n/a	To push physical activity at home further and get parents on board to create a more positive involvement in sport in school and outside of school.
Gross Motor skills and Fundamental movement sessions for all year groups.	All year groups will be given a 30 minute session over a six week period within curriculum time to participate in a range of activities through a free play system.	Part of buy in from RESSP	Each week children have progressed their skills. The areas set out have been adapted to challenge children. Each week 3 new areas have been put out to try new things each week. This has allowed children to access a higher level in the PE curriculum	To continue throughout year groups in the new academic year but on a weekly basis rather than a termly basis.

			compared to previous years. Children are also more competition ready and have had a higher success rate.	
Ensure children have access to age-appropriate active travel training to encourage children to walk or cycle to school safely.	Y3 to take part in Pedestrian training to learn how to cross the road safely. Y5 to take part in Bikeability training in November 2021 to learn how to ride their bikes safely. Reception to take part in balance bike training.	Part of buy in from RESSP	Y5 children who attended Bikeability training, now feel confident to begin active travel to and from school. The majority of reception children are now confident movers when using balance bikes from their training and extra sessions during play in the reception garden due to the use of balance bikes in school time too. Year 3 are now aware of how to cross the roads in the local area around school grounds safely to encourage walking to and from school.	To continue active travel in the new academic year 22/23 and work closely with the active travel team to promote active travel to and from school across the whole school.


Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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 physical activity during assemblies.	JB to ensure anything positive that happens throughout the week in PE lessons, clubs or competitions is recorded and celebrated in Friday assembly.		Sporting competition successes are celebrated and recognised in school assemblies. Children are now wanting to be part of sporting teams to experience their own sporting successes.	To continue recognition of sporting successes throughout school but not just competitions. To include PA, PE and SS successes in and outside of school.
To develop OPAL throughout the academic year to provide children throughout school with positive active play time.	JB to work closely with the OPAL team within school to develop the areas of the playgroup for children to access a wide range of active activities from climbing, swinging, digging and more fundamental movement skills.	School Budget	Children have development a range of different skills through physical, emotional and cognitive development. The children are accessing more physical movement and having the chance to challenge themselves and take risks.	
Promote the Spirit of the Games as values to be driven across the school.	Start in PE, Look to drive across the whole school.	Part of buy in from RESSP	Children are now aware of the different spirit of the games due to the recognition of the values across PE lessons and the build up to our Sports Awards assembly. Children are wanting to show the values within sporting experiences.	To continue the recognition within PE but now need to start pushing from September 22/23. Teachers to display and use values in the classroom environment.
Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils				Percentage of total allocation:
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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 joining local sporting clubs outside of school through the use of partnership events and links in the local area.	Staff to hand out any flyers provided by RESSP to children within their year groups and speak positively about the offers available to their year groups. Ask local sports clubs to run taster sessions or afterschool clubs within school to allow children the opportunity to try new sports and activities.	Part of buy in from RESSP	We have a higher percentage of children across school attending local sporting clubs outside of school hours. Ranging from the local cricket club, netball and football clubs. JB was in talks with free afterschool clubs held at a local youth club and from this children have been able to access free sessions within their netball club.	Golf Fore All has now been purchased again for the new academic year 23/24 for our new year 4 and year 5 children due to the positive impact this year's sessions have had on the children. The aim is to provide more club links and taster sessions in 23/24.
New equipment to inspire the least active to be active	JB to look into funding for new equipment to encourage children to be more active throughout the day at school.	School Budget	Children have been able to access a variety of different sports throughout the year with new equipment. PE lessons have been to a higher standard using new equipment.	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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 take more children to festivals and competitions throughout the academic year to enhance participation.	<p>JB to take both a development and competitive team to competitive events.</p> <p>All year groups to access all festival events for their year group ran by RESSP.</p>	Transport costs only contribution of £3500 from the Sports Premium	Children have experienced a higher success medal rate in both competitive and development league. Finishing in the top 3 in many sporting fixtures.	We will continue to provide positive competition experiences for all children in 22/23. Through the use of RESSP and other external companies.
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Date:	01.09.2023
Subject Leader:	Jessica Burniston
Date:	01.09.2023
Governor:	Claire Tennyson
Date:	01.09.2023