

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](https://www.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. **All funding must be spent by 31st July 2023.**

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	£6,118
Total amount allocated for 2022/23	£24,500
How much (if any) do you intend to carry over from this total fund into 2022/23?	£8,688
Total amount allocated for 2022/23	£27,164
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£ 18,340

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 2022.</p> <p>Please see note above</p>	76%
<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>	71%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	62%
<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>	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:	Date Updated:		
<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:	
			%	
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?:
Allocate football lunchtime clubs. We will have a member of staff to run a football club during lunch time in order to increase the participation in sport.	<p>CH to organise equipment for the club to run efficiently.</p> <p>CH to liaise with staff to see if they think the children are gaining enjoyment from attending the club.</p> <p>Pupil voice to ask children a different type of sport would be beneficial.</p>	Clubs run by Staff and no cost to the school.	<p>Children will have the opportunity to use the field, which has a pitch marked out, to play football. The area on offer will allow the children to practice playing on an age specific area linking to intra school competitions and competitions against other schools.</p> <p>With the structured time for football, this will help to prevent any behavioral issues that may arise from children playing on the playground.</p>	<p>Send out a survey to gage the children's interests in lunch time sports clubs.</p> <p>Allocate different sports at lunchtime to attract children who may not attend football.</p>
Sports leaders implemented across each phase to promote a range of sports. This is during lunchtimes.	<p>6 members of Year 5 (two on each playground) given a role to promote a sport/physical activity.</p> <p>CH to send out forms to fill out and nominate who the leaders will be.</p>	<p>Activities ran by the children.</p> <p>Free of cost.</p>	<p>During the sports week, the children were brilliant at taking on this responsibility. They fed back to CH on how many of the children on the playgrounds took part in their sport which promoted good behaviors at lunch time and break times.</p>	<p>Going into next year, sports leaders will continue however the chosen will alter by term. This will bring about new and refreshing sports and activities on offer.</p>

	Liaise with staff on the timings of when the sports leaders will complete their leadership.			
KS1 and LSK2 to have the opportunity to work with a sports coach and be exposed to more sports/physical activities.	CH to speak to TOT coaches to plan for a range of sports for the children to participate in linked to our coverage and the sports provided by Get Set 4 PE.	£5779.50	Children's mood/morale in PE lessons have been improved. This is due to the opportunity to join in with PE sessions led by a sports coach.	This will continue into next year to help improve the children's overall coordination, movement and fine motor skills.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
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:
CH will attend meetings that are being held by the York cluster competitions manager across the York District.	The person who attends these meetings will liaise back to staff or the PE coach with any information gathered at the meeting. The staff member will prioritise any information gathered in the order of importance and relevance to the school.	£250 (Cover)	Information was shared between the various PE leads. From these meetings information was shared about best practice across the school.	CH will continue to attend the York cluster meetings and record any information that could positively affect the school/children in a sporting/physical aspect.
CH to liaise with head teacher and wellbeing in order to supply PE kit for all children in the school.	Each child to be provided with a top, shorts and joggers. Supplemented at the end of the year for lost kit or damaged.	£862.95	Children have become more confident in PE lessons. It has also encouraged a competitive nature to the lessons as children have tops linked to their houses.	To continue to monitor as the year progresses to see if any more needs supplementing.

Key indicator 3: Increased 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 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:
Purchase a scheme of work for staff to follow if they choose. We will create a long term plan for PE for the school, which will outline what each year group will teach and when. Some staff expressed lack of confidence in planning and delivering PE in a variety of skills/sports. The scheme will support them to understand what skills will be taught and how they will progress. It will support teachers planning and delivery of PE sessions.	CH to research a variety of PE schemes of work to find one which would be beneficial to our school. CH to liaise with Ebor's PE specialist to discuss schemes of work. CH to run a training session for all staff on how to use the scheme of work.	£495	All staff are accessing the scheme of work to support their teaching of PE. conducted a new staff survey around the teaching of PE and using GetSet4PE. The responses show that 100% of the teachers believe that using the scheme has improved their teaching of PE and they would like to continue to use it next year. The results also showed that now, all teachers feel confident to teach PE (which has improved from the beginning of the year) and they are becoming more confident when planning their own sessions. One teacher explained how "The planning is well written, easy to decipher and the list of equipment is very useful/easy to resource. It gives a good starting point which I can then adapt to take further."	Work alongside staff to look at the progression of skills throughout the year. Begin to ask staff to start adapting sessions and planning their own using the knowledge of the scheme/development of skills.

Scheme purchases to challenge children's map skills through learning a wide range of topics. Now Press Play	CH are provided headphones and navigated an area whilst listening to instructions. This will also be linked to compass points as children must find and head in the correct direction.	£2,214.24	All staff given training to support their knowledge of how to access the scheme.	Hooks provided at the topics to engage children as well as promoting good movement and directional skills.
Orienteering and map schemes to be a focus through the purchase of a scheme. Children to read maps and understand keys linked to the school area. Cross Curricular Orienteering.	CH to navigate teachers to where the plaques are kept for orienteering. Promote active learning across all subjects in the national curriculum.	£400	Staff have been trained in delivering the lessons and where to allocate the resources.	Map skills have improved across school.
To implement live lesson delivered by Lyfta to promote a wide range of skills such as knowledge of cultural diversity, collaborative and teamwork.	CH to promote teachers to use the scheme in order to promote these values.	£1500	Staff trained in the delivery of the live lessons and how to access the scheme.	Monitor its effectiveness across school.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
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: Ensure children have access to relevant and high quality equipment for all aspects of the PE curriculum</p>	<p>During the course of the year CH will conduct an audit of the sports equipment that the school uses for PE lessons and events/competitions.</p> <p>CH will identify which sports equipment needs purchasing in order to offer the children a varied and broad PE curriculum and create a prioritised list.</p> <p>CH will also ask staff to look at their long term plan for PE and use the GetSet4PE scheme to identify what equipment they may need.</p> <p>CH will then purchase this equipment and store it in our PE cupboard for the school to use.</p>	<p>£1232.04</p>	<p>During a PE lesson the children now have access to equipment that they have not used before. This equipment is completely relevant to the PE session that is being conducted and will help improve the children's skills within that chosen sport. One example of this is how the children can now learn lots of different sports delivered through the Get Set 4 PE scheme.</p>	<p>All staff will look after our equipment and store it correctly back in our PE cupboard.</p> <p>CH will continue to monitor and update the PE itinerary and begin to identify what equipment needs to be purchased or replaced for the forthcoming academic year.</p>
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<p>Children to learn about and participate in a broader range of sports, including new sports which they have not yet. This will hopefully engage some of our less active children who do not enjoy participating in common games covered in PE sessions.</p> <p>Kinesis Dance</p>	<p>CH to research unique sports which our children may not have ever experienced before.</p> <p>CH will research Kinesis Dance and ensure it is applicable for children in our school.</p> <p>CH to liaise with Kinesis Dance and invite them in to deliver a session for children in our school.</p>	<p>£150</p>	<p>Two reception classes and all three KS1 classes attended a dance session from Kinesis Dance. Within the session the children learnt lots of dance moves, and how to move in time to music. They worked as a team to create their own dance routine. All teachers and children from the sessions explained how much fun they had and how much they enjoyed engaging in the dance sessions.</p> 	<p>CH to liaise with Helen (Kinesis Dance) and book in more session/after school clubs for next year.</p> <p>CH to distribute flyers for Kinesis Dance to the whole school.</p> <p>Teachers attend each session as CPD and they can teach dance sessions next year.</p>
<p>Children to learn about and participate in a broader range of sports, including new sports which they have not yet. This will hopefully engage some of our less active children who do not enjoy</p>	<p>CH to research unique sports which our children may not have ever experienced before.</p> <p>CH will research Play 2 Par and ensure it is applicable for children in our school.</p>	<p>£390</p>	<p>Aimed at LSK2. 6 Sessions, 1 x 2-hour Session Per Week.</p> <p>Option for one session to be at Play to Par. (Transportation can be provided subject to numbers).</p>	<p>CH to liaise with Joshua (Play 2 Par) and book in more sessions/after school clubs for next year.</p> <p>CH to distribute flyers for Play 2 Par to the whole school</p>

<p>participating in common games covered in PE sessions. Play 2 Par Tri Golf</p>	<p>CH to liaise with Play 2 Par and invite them in to deliver a session for children in our school.</p>		<p>Children to be tasked to practice their putting and chipping skills.</p> <p>Children from this Key Stage approached CH about how amazing it was and even stating, “I did good chipping!”</p>	
<p>Children to learn about and participate in a broader range of sports, including new sports which they have not yet. This will hopefully engage some of our less active children who do not enjoy participating in common games covered in PE sessions. Total Sports - Archery</p>	<p>CH to research unique sports which our children may not have ever experienced before.</p> <p>CH will research Total Sports Archery and ensure it is applicable for children in our school.</p> <p>CH to liaise with Total Sports and invite them in to deliver a session for children in our school.</p>	<p>£120</p>	<p>Aimed at USK2. 3 Sessions.</p> <p>Children to be tasked to practice their hand-eye coordination and balance whilst aiming at a target.</p>	<p>CH to liaise with Kristian (Total Sports) and book in more sessions/after school clubs for next year.</p> <p>CH to distribute flyers for Total Sports to the whole school.</p>



<p>Key indicator 5: Increased participation in competitive sport</p>	<p>Percentage of total allocation:</p>
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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:
To increase the amount of children who represent our school in competitions.	CH and GT to run clubs to allow the children to learn new skills. CH and GT to take the children to the competitions.	Clubs run by PE Lead and no cost to the school	<p>CH ran a football club for all year fourteen pupils where 32% of the cohort signed up for a place. This club ran for the whole year and helped the children develop their football skills.</p> <p>GT ran a netball club for all year fourteen pupils where 32% of the cohort signed up for a place. This club ran for the whole year and helped children develop their</p>	To run more clubs next year and compete against other schools both local and within the academy.
Increase the amount of participation in competitive sport.	Teachers to run competitions in their phases where their class can complete sport challenges. They can then share their results within the phase for competitions.	Clubs run by PE Lead and no cost to the school	<p>Due to not being able to participate in competitive sports against other schools or classes, we set up competitions within our phases. UKS2 have participated in intra sport competitions such as Boccia for Sports Week.</p> 	<p>Set up more intra competitions next year for the children to compete in.</p> <p>As well as competitions against other schools.</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	 Conor Hinde
Date:	0807/23
Governor:	
Date:	