

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	£18310
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2022/23	£18310
Total amount of funding for 2022/23 to be reported on by 31st July 2024	£ 18310

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 practiced 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 meters?</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>	87%
<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>	48% As above
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	36% based on land based activities
<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 not this year.

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: 2023/24		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:
					44%
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 build up a range of progressive skills. To increase opportunity for daily exercise. To find enjoyment in sport. To show determination and perseverance. To increase mindfulness and mental health.	Using the iPEP teaching tool that progressively builds up skills. Sports coaches –Prime movers Sports coaches – Fencing First Aid Yoga – weekly spring term U dance teacher Wheelchair basketball Yr 3-6		£1152.75 £4844 £ 418 £ 209 £ 715 £ 420 £ 335	Having a progressive curriculum allows for teachers to be clear what children have learnt previously and what they need to learn in the future. Planning opportunities for less active children to compete improved mental health and self-confidence. Sports week was thoroughly enjoyed by all, children were able to try new sports and find enjoyment that they may not have had before during PE lessons. Having the daily run ensures every child is exercising daily.	Continuation of an annual sports week / daily run. Look into different sports to provide our children with a range of new sports to experience.
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:
					4%
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:
All children to take part in at least 2x 45 Minute P.E lessons per week. Children to see opportunities for being active in areas other than P.E. Children to use quality equipment. Participation in other sports.	Equipment	£724.97	Taking part in PE lessons improves motor skills, coordination and strength as well as teaching life skills such as teamwork, sportsmanship and setting personal goals. Children were encouraged to try new sports during sports week such as paddle boarding, wheelchair basketball and bowls which were enjoyed by all. Children have quality equipment they are able to enjoy freely during break times.	Continue to provide children with a range of sports during Sports Week. Investigate new after school clubs to provide new experiences. Replenish huff and puff equipment.

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:
				39%
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:

Staff to feel confident in what they are teaching and know how to progress children forward.	Staff to work alongside coaches. Coaches to share plans with staff. Staff to follow iPEP planning.	£7152	Staff feel supported and are able to view prior learning on iPEP.	Continue to use Prime Movers to demonstrate best practice. Continue after school clubs to raise profile. Subject leader to monitor children's preferences.
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Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils	Percentage of total allocation:
	9%

Intent	Implementation	Impact	
<p>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:</p> <p>Provide children with a wider range of sporting experiences – Y2 Hawse End (Outdoor and Adventurous activities) and Y3/4 U dance, Y5 Winmarleigh (Outdoor and adventurous activities) Provide gymnastics using equipment at the local sports centre.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Subsidise Y2 and Y5 residential experiences so children can learn new skills and sports. Pay for U Dance teacher and travel and registration for the event. Alongside swimming children will complete gymnastics lessons using a range of equipment.</p>	<p>Funding allocated:</p> <p>£233.50 – Hawse End £390 – Winmarleigh U-dance – 445.10 Gymnastics for Y5 - £525</p>	<p>Evidence of impact: What do pupils now know and what can they now do? What has changed?</p> <p>This had a positive impact on children's overall development. They were able to explore different activities, develop new skills and embrace their love for physical activity.</p>
			<p>Sustainability and suggested next steps:</p> <p>Continue with residential and u dance experience for children.</p>

Key indicator 5: Increased participation in competitive sport	Percentage of total allocation:
	4%

Intent	Implementation	Impact	
Your school focus should be clear on	Make sure your actions to achieve are	Funding	Evidence of impact:
			Sustainability and suggested next

what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:	linked to your intentions:	allocated:	What do pupils now know and what can they now do? What has changed?	steps:
To give less active children opportunities to compete. To still provide challenge for the more active children.	Competitions and festivals structured to engage the less active.	Travel costs £730.00	Children who are less active were chosen to compete in local cluster competitions where they were given the opportunity to compete and win, thus improving their self-confidence. Children who are keen athletes were pushed to achieve their personal goals and encouraged to try new sports.	Continue with inter and intra-school events.

Signed off by	
Head Teacher:	<i>M. Craig</i>
Date:	18.7.2023
Subject Leader:	N. Lamb
Date:	18.7.2023
Governor:	A.Murphie
Date:	18.7.2023