

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. **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 2022/23	£
Total amount allocated for 2022/23	£
How much (if any) do you intend to carry over from this total fund into 2022/23?	£
Total amount allocated for 2023/24	£
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£ 20,810

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 2024. Please see note above	68%
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	68%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	93%

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?

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: 2023/24		Total fund allocated: £20,810		Date Updated: 4/07/2024	
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: 59%
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:	
<ul style="list-style-type: none"> To increase the amount of activity that each child in school engages with every day to achieve 60 minutes of activity per day. Encourage greater levels of participation in the school yard during play and lunchtimes by re-structuring activities over playtimes and using playmakers to encourage wider participation in games. 	<ul style="list-style-type: none"> We are able to offer a wide range of after school clubs taking place either before or after school every day of the week. We provide targeted clubs such as the 'Private Party' clubs at lunchtimes for our Pupil Premium children and our SEND children with focused teaching of the fundamental skills. Many of our pupils enjoy taking part in running or walking 'the daily mile' (15 minutes of exercise at the child's own pace during the 	£ 8,270	<ul style="list-style-type: none"> We have increased the amount of playtime equipment and encourage every child to be physically active with timetabled lunchtime allocation of playtime equipment. Much wider participation of girls playing football. Our SEND children have focused teaching in fundamental skills, such as running, jumping, throwing etc. 	<ul style="list-style-type: none"> Training for lunchtime supervisors and for supervising at playtimes. Continue to evaluate the offer of after school clubs available to all children All staff made aware of the benefit of regular physical activity breaks for children. To increase pupil involvement at competition level. 	

<ul style="list-style-type: none"> ● The implementation of a new playtime game – Ultimate Frisby ● Develop Sports Leaders to support engagement in the yard ● To encourage more girls to play football. ● To encourage increased pupil involvement and enjoyment 	<p>school day at a time of the teacher's choosing).</p> <ul style="list-style-type: none"> ● Use of Y6 playmakers on playgrounds to be trained and supported by Abbie Marshall (PE Specialist). Playground leader training to be delivered from Forge Network. ● Build on the amount of afterschool activities. ● Equipment has been updated and provided to facilitate a new playtime rota to encourage greater levels of physical activity. ● Introducing lunchtime cross country runs around Tapton Field. 		<ul style="list-style-type: none"> ● Children are sitting for less time in class with the use of brain breaks. A variety of after school sports club opportunities are provided for each class in school. ● A larger number of children were involved and enjoyed cross country on a weekly basis. 	
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<p>in cross country running.</p> <ul style="list-style-type: none"> • Ensure PE and playtime stock are well resourced. • The introduction of new soft ball stock to enhance pupil safety, participation and enjoyment. • Top-up swimming lessons to selected non-swimmers following the completion of their core lessons. • The re-implementation of WOW, Active Travel encouraging all children to walk to school. 		<p>£1,008</p> <p>£2,935</p>		
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<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: 5%</p>
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Intent	Implementation		Impact	
<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>
<ul style="list-style-type: none"> • To raise the profile of PE and school sport across the whole school community. 	<ul style="list-style-type: none"> • We have signed up to the PESSPA pledge, which is promoting girls' participation in football. 		<ul style="list-style-type: none"> • Pupil behaviour at after-school clubs is good. Pupils are encouraged to and excited to share their achievements in city competitions. Parents and 	<ul style="list-style-type: none"> • Keep records of number of children attending various events to establish baseline. • Maintain and where

	<ul style="list-style-type: none"> ● We create opportunities throughout the school day to raise activity levels (to achieve the ‘active 30 minutes’) to improve concentration levels of pupils. For example: Go Noodle, Daily Mile and Supermovers & IMoves. ● Partnerships in virtual events such as skipathon and virtual competitions citywide. ● We have also participated in Intra School Competitions (these are competitions between classes) this ensures all children have the opportunity to compete. ● We have raised the profile of sporting successes and achievements are promoted via school social media sites. 	<p>£1,106</p>	<p>the wider community are better informed and more engaged in the successes that PE and sport is bringing to the school.</p>	<p>possible increase the number of opportunities open to all children.</p> <ul style="list-style-type: none"> ● Continue to promote the school sport ethos with team / club places being allocated fairly to promote wider participation. ● Continue to evaluate the offer of after-school club places to all children and families throughout the school. ● Continue to support the gymnastics club. ● To strive to achieve the ‘platinum’ School Games Mark.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				4%
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:
<ul style="list-style-type: none"> To increase the confidence, subject knowledge and ability to deliver high quality lessons from all teaching staff 	<ul style="list-style-type: none"> We continue to subscribe to an online PE resource to underpin our PE curriculum. Our PE Co-Ordinator attends regular networking meetings alongside other schools in the city. We have paid for a PE Specialist to enhance PE lessons and upskill staff. Various Citywide PE and Sport training opportunities have been offered to all staff in school. Lunch time supervisors have received training to help increase activity at lunchtimes. 	<p>£375</p> <p>£500</p>	<ul style="list-style-type: none"> Most teachers have now worked alongside the PE specialist allowing them to develop their subject knowledge in different areas of the curriculum. Teachers are more secure and familiar in the use of our online PE resource. Lunchtime Supervisors are more confident and involved in facilitating children's play. 	<ul style="list-style-type: none"> PE Coordinator/ PE Specialist to conduct learning walks to ensure consistency in PE teaching. To develop the use peer assessment as a means of assessing the success of lessons. PE Coordinator/PE Specialist to hold interviews with pupils about the PE offer at school.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 24%
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:
<ul style="list-style-type: none"> To offer a range of sports and activities to all children throughout the year both in the curriculum and out of hours. <p>Additional achievements:</p>	<ul style="list-style-type: none"> Increased participation in afterschool football competitions for both boys and girls. We continue to offer a wide range of sporting activities including yoga, athletics, swimming, karate, street dance, football and cross-country running events on Saturdays, building towards our school games competitions. All year groups have participated in various workshops such as dance, yoga, and cricket. 	<p>£250</p> <p>£1,250</p> <p>£1,625</p>	<ul style="list-style-type: none"> Increased confidence in girls' participation in football at playtimes. Many of our children build on their progress by joining local teams or clubs and playing/performing at a regional or national standard. These include divers, lacrosse players and cross-country runners and footballers. We have been able to offer our pupils a wider range of activities either before or after school. Our SEND children have focused teaching in fundamental skills, such as 	<ul style="list-style-type: none"> PE Specialist to introduce a new game 'Ultimate Frisbee'. To continue to encourage and support our increased participation in girls' football. To foster links with local lacrosse coaches with a view to coaching in school. To continue encouraging less active pupils to compete in external events.

	<ul style="list-style-type: none"> ● We have access to KS2 Forge SSP Virtual Competitions throughout the year. ● We have planned our School Games (sports day) to take place in June ● Throughout the year, we plan to deliver Intra Competitions, within our year groups. ● We are hosting a Change for Life competition (an initiative for children who need to be more active) for ks1 schools in the local area ● Competing in Change for Life competitions against other schools in the local area. ● We are subsidising outdoor adventurous & team building activity for our year 4 Mount Cook Residential Trip and our Y6 Edale Residential Trip. 	<p>£1,950</p>	<p>running, jumping, throwing etc.</p>	
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<p>Key indicator 5: Increased participation in competitive sport</p>	<p>Percentage of total allocation: 8%</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:
<ul style="list-style-type: none"> To provide a good range of varied competition to a range of pupils within the school 	<ul style="list-style-type: none"> Enter SFSS competitions Enter Forge Competitions and festivals Enter School games Competitions Engage with virtual events Host a school Sports Day Engage in 'Change 4 Life' competitions. Engage in Intra School Competitions (between classes). Continue to support PESSPA pledge for girls playing football. 	£1,720	<ul style="list-style-type: none"> Many of our children build on their progress by joining local teams or clubs and playing/performing at a regional or national standard. These include divers, lacrosse players and cross-country runners and footballers. More girls are playing football and have been entering in playing in girls football competitions. 	<ul style="list-style-type: none"> Maintain an overview of which children are able to take part in competition and work with pupil's parents and local community to ensure that we offer a breadth of opportunities for our children.

Signed off by	
Head Teacher:	Rachel Hurding
Date:	4 July 2024
Subject Leader:	C Wymer
Date:	4 July 2024
Governor:	R Tully

Date:	4 July 2024
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