

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.



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£0
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17,830
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ £17,830

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>	86.2%
<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>	69%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	58.6%
<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:£17,830		Date Updated: 14th July 2023	
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: 7.65%
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>1. Provide opportunities for all children to be involved in physical activity across the school day.</p> <p>2. Support children in EYFS in developing their fine and gross motor skills as well as other fundamental movement skills.</p> <p>3. Provide opportunities for EYFS children to develop strength and movement skills, as well as mindfulness, through yoga</p>	<p>1a. Funded pupil premium children to participate in Sports Cool club.</p> <p>1b. Sports Cool coach to deliver extra games during lunch break for all children to be involved with.</p> <p>1c. Equipment for before and after-school club.</p> <p>2a. Provide a range of new resources and equipment to develop movement skills and experiences as well as other sensory needs.</p> <p>3. Jill Anderson to deliver a yoga club.</p>		<p>1a. £30.00</p> <p>1b. £770.00</p> <p>1c. £43.27</p> <p>2a. £371.13</p> <p>3. £180.00</p> <p>Total: £1364.40</p>	<p>Children in EYFS have developed their fine and gross motor skills in terms of their physical development. More children across school are participating in active breaks throughout the school day and are most physically active during lunch breaks through additional sports such as archery and frisbee. Children in EYFS have also developed their fundamental movement skills through yoga and are able to follow some self-regulation techniques that they have acquired through these sessions. Children at before and after-school clubs are more physically active through a range of additional equipment and games for their space outside.</p>	<p>Continue to monitor resources around school and provide further opportunities for yoga in EYFS and KS1.</p> <p>Continue to provide resources for staff to use to further increase physical activity across the school day and subscribe to resources that will enhance this.</p> <p>Purchase bikes to support physical development and activity in Reception.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				17.24%
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:
<p>1) Continue to provide opportunities for active play at lunchtimes and within the school day.</p> <p>2) Continue to provide high-quality resources and schemes of work to support the delivery of PESSPA.</p> <p>3) Provide children with high-quality learning and experiences of PESSPA and have opportunities to be involved in a range of sporting clubs through managing and overseeing administrative tasks, such as emails, sending letters out, collating registers for clubs.</p> <p>4) Raise the importance to children about PE uniform and kit to help promote attitudes to PE and competitive sport.</p>	<p>1a. Buy skipping ropes and hoops</p> <p>1b. Skipping workshop (KS1&KS2)</p> <p>2a. real PE annual membership</p> <p>2b. New benches for the hall</p> <p>3. Provide an hour a week for Kat Hawley to oversee administrative tasks relating to PESSPA.</p> <p>4. Provide a new football kit for use in inter-school football matches.</p>	<p>1a. £140.40</p> <p>1b. £325.00</p> <p>2a. £695.00</p> <p>2b. £1246.00</p> <p>3. £480.53</p> <p>4. £188.01</p> <p>Total: £3074.54</p>	<p>Children enjoyed the skipping workshops and subsequently there was a greater level of engagement in using skipping ropes during lunch breaks, particularly for some of our least active children. A greater range of children wanting to participate in the skipping race during sports day.</p> <p>Children continue to engage well in lessons that follow the real PE scheme and are developing their fundamental movement skills. Use of the new benches and football kits have helped children to feel a stronger sense of pride and presentation when participating in inter-school football matches.</p> <p>Opportunities for additional sporting activities as well as extra-curricular clubs have greatly increased due to the time given for Kat Hawley to oversee the administration of registers as well as emails from Active Schools and other sporting companies.</p>	<p>Explore the possibility of increasing Kat Hawley's PE admin hours to further support and raise the profile of PESSPA in school.</p> <p>Book the skipping workshop for 2024.</p> <p>Participate in a great range of Active Schools competitions and continue to monitor resources for lunch times.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				42.83%
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>1) Continue to provide staff with knowledge and skills of quality dance lessons.</p> <p>2) Provide training on real PE for new staff member.</p> <p>3) All pupils to receive high-quality delivery of a sports-related unit and yoga in Nursery.</p>	<p>1. Dance CPD by Sports Cool-teacher present to learn lesson sequences for teaching dance.</p> <p>2.Support session for additional members of staff (Create Development)</p> <p>3.Teacher from PHGS to work with staff in delivering a unit of sport (Y1-Y6).</p> <p>4.Jill Anderson (yoga specialist) to work with staff in delivering yoga.</p>	<p>1. £1240.00</p> <p>2. £545.00</p> <p>3.£5627.00</p> <p>4.£225.00</p> <p>Total: £7637.00</p>	<p>Staff knowledge, ideas and understanding of how to structure of unit in dance continues to be evident in their understanding of high-quality dance teaching. The children have also enjoyed their dance lessons with Chris O'Connor from Sports Cool.</p> <p>New staff members have an understanding of the rationale of real PE and how to navigate the resources on the online portal.</p>	<p>Continue to develop and enhance ideas for teaching dance by booking Chris O'Connor (Sports Cool) to provide some dance CPD for the next academic year.</p> <p>Continue to work with Katy Fenton-Green from PHGS to deliver a unit of sport in conjunction with class teachers and further develop knowledge and understanding of how to sequence a unit of a sports-related unit.</p> <p>Look into subscribing to Complete PE to support Nicky Wilce in delivering sports-related units.</p> <p>Continue to liaise with staff on further CPD needs.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:

				27%
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>1-15) Increase the extra-curricular sport offered to promote engagement in healthy lifestyle activities and enhance resources to promote and help support provision of these sports. Provide and promote a range of other sporting opportunities within the curriculum.</p> <p>2) Raise the profile of cross-curricular orienteering as an outdoor adventurous activity.</p>	<p>1) Move It Mornings and differing sports after school on a Friday with Sports Cool</p> <p>3) Lunchtime sports club run by Inspiration Tree</p> <p>4) LUFC football KS1 & KS2</p> <p>5) Yoga KS1 club and resources</p> <p>6) Y5/6 hockey club resources</p> <p>7) PE bags</p> <p>8) PE mats</p> <p>9) Basketball set</p> <p>10) Crazy Catch PE pack</p> <p>11) 96 tennis balls</p> <p>12) Boundary corner poles</p> <p>13) Footballs</p> <p>14) Cricket and rounders bats</p> <p>15) Transport to participate in Cricket in the Classroom at Headingley (Y6)</p> <p>2a) Subscribe to cross-curricular orienteering</p> <p>2b) Cross-curricular orienteering day</p>	<p>1) N/A</p> <p>3) £180.00</p> <p>4) £793.13</p> <p>5) £376.67</p> <p>6) £272.53</p> <p>7) £10.81</p> <p>8) £192.56</p> <p>9) £230.00</p> <p>10) £729.14</p> <p>11) £63.80</p> <p>12) £12.49</p> <p>13) £374.97</p> <p>14) £163.88</p> <p>15) £295.00</p> <p>2a) £720.00</p> <p>2b) £400.00</p> <p>Total: £4814.98</p>	<p>Despite some drop-off of numbers towards the end of the academic year, a range of children have been involved with the sporting extra-curricular activities on offer this year, with a greater range being provided for EYFS, KS1 and KS2. This has been particularly beneficial for the KS1 children who attend breakfast club as it has provided them with physical activity before the start of the school day. Furthermore, parents were asked in this year's parents' survey: 'Are you happy with the school's provision of extra-curricular activities?' 75 respondents answered and 97% of those respondents were happy with the provision.</p> <p>Children thoroughly enjoyed the orienteering day and developed a better understanding of how to read maps and orienteer. Staff knowledge was also increased in this area of physical development and education as per the national curriculum.</p>	<p>Continue to offer a range of sports and activities, with a particular focus on sustaining engagement in clubs throughout the academic year and continue to use Sports Premium to subsidize the cost of coaches thus helping with the affordability for the clubs.</p> <p>Provide more taster days of sports throughout the academic year, offering at least one sport a term using Sports Cool as the provider.</p> <p>Book a cross-curricular orienteering day for 2024, in conjunction with (and to help promote) the PTA orienteering event. Include KS1 in helping them to start understanding how to read maps. KS2 to have the electronic timing day to further develop the skills learnt from the day in May.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5.28%
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:
1) Provide opportunities for competitive sport outside school (inter-school competitions) as well as within the school community.	1a. Provide transport to a range of events, festivals and competitions (KS2 SEN Multi-skills festival, GOALS football competitions, Y4 Ilkley tennis club, Y6 Junior Warrior) 1b. Pay additional overtime for support staff to oversee groups attending competitions.	1a. £811.61 1b. £127.47 Total: £939.08	The opportunities have given children the chance to represent the school and develop teamwork skills as well as confidence and enjoyment in playing school sport.	Continue to participate in Active Schools competitions as well as PHGS festivals within the Family of Schools, liaising with staff to help with supporting these events as well as subsidising the cost of transport with the funding. Liaise more with local schools to share the cost of transport.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	J SUTTON
Date:	17/07/23
Governor:	
Date:	