

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	£2779.00
Total amount allocated for 2021/22	£16800
How much (if any) do you intend to carry over from this total fund into 2022/23?	£631
Total amount allocated for 2022/23	£16700
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£ 14787.18

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 2022. Please see note above	11/14 79%
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	79%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	79%
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?	Yes/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:	
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:
				%
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:
The daily mile to all pupils (12.5 laps can be split up). Some classes are using this on a regular basis however not daily	To get all pupils undertaking at least 15 minutes of additional activity per day.	N/A	All pupils involved in 15 minutes of additional activity every day. Pupils are more active in PE lessons - take part without stopping to rest. Attitudes to learning improved - better concentration in lessons and build resilience and stamina	Daily mile firmly embedded in school day. Standards achieved in PE NC are improving with over 75% achieving end of KS attainment target. SAT results improved (anomaly this year)
SSP - membership	Support and guidance on how to achieve the East Riding Healthy Schools Award: information on specific programmes for targeted groups e.g. less active, SEND, weight management (Healthy Lifestyle Clubs), training for Lunchtime staff available and training for sports leaders	N/A - SSP	Sports leaders training for year 5 and 6 to promote an active playground for pupils	Training for school council and 'buddies' to continue promotion of active playground

To purchase playground equipment to enhance the provision in the outdoor areas.	To survey the pupils via the sports council. This survey to ascertain the type of equipment that the pupils would use to enable them to increase the time they take part in physical activity	£290	All Children to undertake at least 30 minutes of physical activity a day in school	Children to actively seek and use the equipment independently to become more physically active
EYFS outdoor PE equipment	Gross motor skill development	£132	Gross motor skills development – 100% of EYFS children achieved ELG	Continue to add to and supplement – ensure children are accessing in play to continue the impact
Additional PE equipment	Equipment used in PE curriculum to replace – ensure curriculum delivered effectively	£523.38	Replace equipment used during PE lessons and teachers communicate with PE lead what needs replacing	Continuous review to ensure high quality PE
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:
Active math	An Active Math module, digital resources, teacher resource guidance document.	Part of SSP	Children more engaged in lessons, learning has improved and concentration increased. Impact can be seen from data	Member of staff to disseminate strategies learnt from course. Resources shared to whole staff and all staff to implement at least once a week
Active literacy	An Active literacy module, digital resources, teacher resource guidance document.	Part of SSP	Children more engaged in lessons, learning has improved and concentration increased. Impact can be seen from data	
Owen Donavan	Raising standards in PE and specific PE	Part of SSP	Children more engaged in lessons,	

Schools P.E. conference – raising profile in school for subject lead, head teachers and governors	planning Getting school ready online, governors role, active schools and sports mark	£75	learning has improved and concentration increased. Impact can be seen from data	Subject lead to disseminate and updates to staff, close communication with lead governor and head. Action plan with areas of development
Celebration assembly every week to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in assemblies.	Achievements celebrated in assembly (match results + notable achievements in lessons etc).	N/A	Clear way forward and actions needed in school to make an impact. Head teacher and governor role defined and clear what is expected	Govenors have seen the benefits of the raised profile and is committed to continuing these areas if the Primary PE and Sport Premium is discontinued.
Role models - local sporting personalities so pupils can identify with success and aspire to be a local sporting hero.	To invite a local personality to speak in assembly and to take part in sessions alongside the regular teacher	Part of golf, football and dance	An increasing number of pupils at some point in the year have taken part in assembly. Publication of success to be shared via social media	Increased self-esteem/confidence to impact on learning across the curriculum
The use of Social Media/newsletters to ensure the whole school community is aware of the importance of PE and Sport and in turn encourage all pupils to aspire to being involved	Achievements celebrated in newsletters / social media/local press (match results + notable achievements)	N/A	Pupils are very proud to be involved in assemblies/photos on notice boards etc. which is impacting on confidence and self-esteem. To encourage pupils in attending clubs in the community which is complimenting activities in school and in the curriculum.	Govenors have seen the benefits of the raised profile and is committed to continuing these areas if the Primary PE and Sport Premium is discontinued. Increased self-esteem/confidence to impact on learning across the curriculum
Whole school mile and active lunch clubs for the development of children's health, confidence and behavior. Increase their knowledge and understanding of health and active lifestyles	TA to facilitate 2 lunch clubs and organize the lunch supervisors in the development of active playground	N/A	An increasing number of pupils at some point through the year have taken part in a sports club/mile. This is impacting on confidence and self-esteem	

Active 30 classroom trackers	System for monitoring how many active minutes each class/child completes per day	N/A	Active 30 more prominent in class, teacher and PE lead can monitor activity	Continue to use and remind staff in Sept
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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:
To Improve the quality of existing P.E teaching through continuing professional development in P.E for generalists, so that all primary school pupils improve their health, skills and physical literacy, and have a broader exposure to a range of sports	Specialist PE qualified teacher to teach PE across the KS1 and KS2, specialist teacher to work with and alongside other teachers to build confidence and knowledge	N/A - SSP	To raise the basic skills of catching, throwing and moving and to improve the knowledge and skills of teachers. To develop PE provision to be judged Good by July 2018	Staff have gained new and further knowledge of techniques and have been/ or will be able to apply these to their own teaching. Teachers have also been given high quality resources to refer to in the future. This will mean that a rolling three year program all children and all staff will have had benefit from the experience.
To raise the quality of teaching in Physical Education and Sport. Develop knowledge, skills and confidence to teach the whole child through sport	Staff to have full access to a range of CPD opportunities including training for PE Subject leaders, sports specific courses and whole school CPD courses through your designated SSCO and the East Riding Sport Play and Arts Team. Identify the local centres who are running these courses.	N/A - SSP	Better subject knowledge for TAs to take a more active role in lessons. Increased confidence and better subject leadership skills enabling the subject leader to lead professional learning for all staff. Subject leader more confident when undertaking lesson observations/team teaching - able to provide effective feedback	Lead to sustainability as all staff will be supported to feel confident to deliver PE and Sport both within and outside the curriculum.

HSSS	Staff from HSSS to work alongside staff to deliver lessons across school. Provides CPD and confidence to deliver PE	£7631.80	and lead discussions. Skills, knowledge and understanding of pupils are increased significantly. Pupils enjoy PE and Sport, are very keen to take part and demonstrate a real desire to learn and improve. Staff questionnaire about confidence and this has shown staff value	Change focus and membership next year
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:
Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved. Focus particularly on those pupils who do not take up additional PE and Sport opportunities.	Undertake all which is offered through the sports partnership/LA/National Associations (YST)/ NGBs/Awarding Organisations with an aim to get more staff and pupils involved. Involve external coaches to work with staff in clubs.	N/A - SSP	To maintain/ increase the % of pupils attending clubs. A greater range of sports available to pupils.	The school no longer dependent on 'experts' coming in to teach PE and Sport as staff are more confident and keen. Behaviour has improved particularly at lunch times and this has led to improved learning in the afternoons. 95% of pupils say they enjoy PE and Sport and want to get involved in more activities. Very few instances of pupils not bring kit to school and as a result progress and achievement in curriculum PE is good.

Specific gymnastic coach	All children throughout the school will have access to these specific lessons	Through HSSS	An increased number of children to take part in extra curriculum activities and out of school clubs.	Upleveling staff, children to gain better quality PE
Specific dance coach	Children through school have the opportunity to become introduced to dance through a professional. This promotes links to outside clubs.	£950	Lots of our children have accessed dance clubs outside of school, trying new and different sports.	Children to take up other out of school 'different' sports, increased confidence levels in children therefore behavior gains
PGA Qualified Level 3 Golf Professional to deliver an alternative sporting experience that will engage all pupils, particularly those who can be reluctant to participate in invasive sports that are traditionally on offer.	Every child in KS1 and 2 has spent 6 afternoons developing the skills required to play golf.	£750	An increased number of children to access the out of hours Schools Coaching. Came second in the area golf tournament.	The school no longer dependent on the Golf Professional coming in to teach as staff are more confident to deliver the sessions themselves – run a lunch club.
Specific football coach – linked with local club	Football coach to deliver sessions to children to promote links with local clubs and introduce them to specific sports.	£1600	An increased number of children to take part in extra curriculum activities and out of school clubs.	Children to take up other out of school 'different' sports, increased confidence levels in children therefore behavior gains

Key indicator 5: Increased participation in competitive 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:
More opportunities in competitive sport within school and inter school	At least 3 whole school 'sports/teams' days – accessible to all children.	N/A	To provide opportunities for all pupils to participate and compete in school competitive sport	Increase the number of intra school competitions and raising the profile or sport
To increase participation levels in competitive sport and healthy activity of pupils and maintain these into adolescence. Affiliation to the School Sports partnership	Increased participation/competitive opportunities for ALL young people through the comprehensive calendar of events	N/A - SSP	To provide opportunities for pupils to participate and compete in school sport to maintain the success in competitive sports – against other children from school	Continue to compete at the highest level as possible in a variety of sports. To increase the number of pupils gaining local and county recognition.
Transport to sports competitions/festivals events	Increased participation in competitive sport. Children will have the opportunity to compete at local and regional level.	£2835	To at least maintain and where possible increase the number of events and children taking part in Inter School Competition	Maintain/ increase the number of events accessed and numbers of children taking part.

Signed off by	
Head Teacher:	M Greaves
Date:	July 2023
Subject Leader:	R Bettley
Date:	July 2023
Governor:	Jamie Lord
Date:	July 2023

