

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.

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	£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	£18800
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 18800

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>	11.11%
<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>	11.11%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	11.11%
<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

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:18800		Date Updated:27.07.23	
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: 44.5%
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?:	
<ol style="list-style-type: none"> To engage all pupils in regular physical activity- kick starting healthy active lifestyles. To provide pupils with a walking bus to ensure that children develop healthy lifestyles by walking to school Pupils to receive a high-quality curriculum which will inspire all pupils to succeed and excel in physically demanding activities and are physically active for sustained periods. 	<ul style="list-style-type: none"> Teachers to model increased levels of physical activity throughout the curriculum. Walking bus daily to school PE lead to work closely with staff to ensure they have appropriate resources and sequenced planning available to support their teaching. ECT staff to attend OAA opportunities including Y6 leavers inflatable gauntlet events PE, PA and SS promoted to all children throughout the year 		Walking bus £1200 Cover time £360	Engagement in the walking bus is at a high with up to 20. children arriving to school this way and having an active journey Supply and cover used to provide the opportunity for ECT staff the opportunity to work alongside OAA specialists to deliver physically demanding and adventurous activities Teaches increasingly aware of increased need for Physical activity and have begun to use physical response starters into Core 4 recall starters in PE	
				Sustainability and suggested next steps: Continue to push this resource with a push toward making this readily available to those children deemed inactive or at risk of becoming so PE lead to attend training and networking sessions to ensure current best practise and protocols are up to date ECT staff to attend OAA opportunities including Y6 leavers inflatable gauntlet events Next steps are to broaden the range of physical response	

<p>4. Pupils to develop the competence to excel in a broad range of physical activities.</p>	<ul style="list-style-type: none"> • Pupils and teachers benefit from forest school and skills booster PE sessions weekly to improve own subject knowledge • To provide teachers with iPad or similar equipment to support the contemporaneous assessment of PE 	<p>ipads £876</p>	<p>Teachers and pupils have benefitted from the range of specialist providers to improve own subject knowledge, with particular support in attending school sports provider prep and tournaments for ECT staff</p> <p>Staff feel that the PE iPad supports them in assessing and capturing evidence to support assessments across this practical subject</p>	<p>starters across the curriculum.</p> <p>To continue this approach in line with staff changes and new ECT staffing as needed</p>
<p>5. Opal play and learning will be purchased to mentor the school to sustainably improve the quality of play children’s outdoor opportunities</p>	<ul style="list-style-type: none"> • The school will create a working party to drive the agenda for purposeful, exciting outdoor play and learning • Audits will target the school’s ambitious program of change to children’s outdoor environment 	<p>Opal £5832</p>	<p>Opportunities for physical activity in outdoor areas have improved significantly. Children are engaging with a range of planned, skilled physical activities.</p> <p>Exit audits show that children have a changed perspective on outdoor play and are happy with the play and physical activities on offer in the school grounds.</p>	<p>To use this method of thinking as an approach to improving indoor physical activity as weather begins to limit access to outdoors</p>
<p>6. Walk to school week through Sustrans walk and wheel events</p>	<ul style="list-style-type: none"> • Encourage all children to participate in the walk or wheel to school event to encourage children to have a physically active journey to school. 		<p>Participation levels were high with many children sustaining the active journey by wheeling and walking to school, resulting in a dedicated bike/scooter parking area.</p>	<p>To promote the event further this year and improve on last year’s results of 4th in our locality and category.</p>

<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: 0%</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:
1) PE will have a high profile across the academy to that pupils are Encouraged to adopt a healthy lifestyle 2) PE lead to ensure that PE has a high profile through school via assemblies / pupil voice 3) Training for school staff in ways, games and active uses for the new trim trail	<ul style="list-style-type: none"> celebration of sporting achievements (via assemblies and school dojo) Inspiring Olympic athletes in school / local teams to come into school to motivate pupils and provide taster sessions Pupil voice – consult with children about sports they would like to participate in. 	Staff cover Funded through non delegated budget	<ul style="list-style-type: none"> children engaged with local outdoor explorer developing their awareness of physically active careers pupil voiced confirms that they now feel they have a wider range of after school club sporting opportunities staff voice confirms they feel they have a wider range of activities and games to play at break times. 	To continue to invite athletes into school to share their story to help raise PE. To invite a wider range of clubs from the local community to show what there is on offer outside of school.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				39.8%
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:

<ol style="list-style-type: none"> 1. a well mapped curriculum will be in place, focusing and conceptual and procedural knowledge in a range of genres 2. Pupils to receive a well-structured, confidently delivered PE curriculum from teaching staff. 3. Pupils will develop competence to excel in a broad range of physical activities through the delivery of a well-taught curriculum. 	<ul style="list-style-type: none"> • Teachers to deliver high quality lessons, following the “Getset4PE” scheme • PE lead has worked closely with staff to help new staff members feel confident in teaching PE and adapting planning for the needs of the children. • PE lead to support staff to deliver an engaging curriculum across the year and ensure all the correct resources are made easily accessible at the correct time. • Purchase of PE equipment to support the teaching of PE • Martin Stringfellow to support staff cpd, including Dinner time staff 	<p>Get set 4 PE £ 540</p> <p>PE lead conference £70</p> <p>Resources £2451.01</p> <p>Martin Stringfellow specialist PE provider £4440</p>	<p>Children have had a well-balanced and broad range of Physical education delivered. The planning tool has allowed non specialist teachers to focus on key skills within each unit with best practice and modelling available to support children.</p> <p>Purchase of new resources so that a wide range of activities can be taught well that focus on both procedural and conceptual knowledge.</p> <p>Training for teachers on how to use the equipment and mapping of equipment now within long term planning removing the task from teacher workload</p> <p>Support for lunch time games, training. This has reduced behavioural incidents and encouraged structured and purposeful engagement with sporting activities and inter class and key stage matches.</p>	<p>Getset4PE scheme by building in staff training sessions during Autumn term 23</p> <p>To engage with the Wakefield wellbeing service to provide a greater amount of support and opportunities for children in the net year</p> <p>Continue to build on curriculum to ensure a wide and varied range of sports and physical activities are offered throughout the children’s school experience</p> <p>Continue to develop the CPD for teachers during staff meeting on how to use GetSet4PE effectively.</p> <p>Teachers to join the virtual meetings GetSet4PE hold to ensure they understand how to use it to get the most out of it and to feel confident teaching it.</p> <p>Mapping of curriculum to tie into the school games tournament calendar to allow more targeted CPD for staff and children.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 13.9%
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:
<ol style="list-style-type: none"> 1. Pupils to be able to access all equipment and resources necessary to take part in an engaging PE curriculum. 2. Pupils will be offered a range of after school clubs delivering a variety of sports for all pupils to access. 3. Forest schools sessions (Oak Forest Schools) so that pupils are able to access a greater range of sporting activities. 4. Pupils will be encouraged to engage in competitive sports 	<ul style="list-style-type: none"> • Martin Stringfellow to provide lunchtime sporting support • forest schools one day per week 	<p>Forest School £0 this year as part of 2 year SLA</p>	<p>Children offered a wider range of competitive activities with levels of engagement up on previous years.</p> <p>Pupil voice confirms that the majority of pupils see forest school as having a positive impact on their health and wellbeing and most see it as a highlight of their year</p>	<p>To continue to develop the range of sporting and outdoor physical activities offered to all pupils</p> <p>Further opportunities for a wider range of sports to be offered in coming year such as ping pong</p>

<p>and activities</p> <p>5. Develop the number of confident swimmers through providing top up sessions for pupils in yr 5/6</p> <p>6. Bike ability course to be offered to Year 6 pupils.</p> <p>OAA residential will be offered to Year 6 pupils this year</p>	<ul style="list-style-type: none"> • Identification of non-swimmers in KS2 (yr 5/6) 	<p>Swimming session boosters</p> <p>£1310 delivery costs</p> <p>£1320 transport costs</p>	<p>Pupils in Y6 suffered particularly in their ability to access swimming in Y4 due to covid. Though funding allowed for only 1 term catch up the current Y6 cohort say that they are more confident in water safety and in self rescue as a result of these sessions</p> <p>Children participating in bike ability course said that the course allowed them to improve confidence in riding bikes, with several children learning to ride for the first time.</p> <p>OAA residential was delivered successfully and this year allowed children to focus on resilience and physical stamina</p>	<p>To identify pupils who are non – swimmers in y5/6 and provide them with additional lessons throughout the year as part of the SLA with Wakefield local authority.</p> <p>Sessions to be booked in earlier in the coming year to allow for the time for children to progress beyond level 1 and into level 2 proficiency.</p> <p>Y4 to be offered a camp out session in the school grounds as part of their access to wider OAA opportunities in the coming year too.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 2.1%
Intent	Implementation	Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about	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	Sustainability and suggested next steps:

what they need to learn and to consolidate through practice:			changed?:	
<p>1. Pupils to be given the opportunity to take part in external sporting festivals throughout the year, increasing their experience of partaking in competitive sport.</p> <p>2. Opportunities for pupils to build character and embed values such as fairness and respect through competing in sport and other active activities.</p>	<p>PE lead has worked with Lindsay Anfield (School Games Organiser) to ensure events in the area are attended.</p> <p>PE lead has ensured proper arrangements are made, such as letters, parental permission, transport, risk assessments etc. are organised well in advance of festivals taking place.</p>	<p>£400 travel and transport expenses</p>	<p>We have competed in the majority of the school games tournaments this year with varying levels of success across many sports. Including five towns cross country tournament where one of our children placed fourth in their heat, five towns quick Cricket tournament 3rd place, tag rugby tournament 5th place in group</p>	<p>To continue to develop participation in competitive sport with targeted selection and training events through Martin Stringfellow.</p>
<p>3. Opportunities to compete against local peers in inter school's sports activities</p>	<p>Organisation and hosting of sports competitions in collaboration with local schools</p>		<p>1st place in the inter Knottingley KS1 multi skills tournaments.</p>	<p>To continue to nurture the relationship between other primary schools in Knottingley and to seek out more competitive opportunities for inter trust events.</p>

Signed off by	
Head Teacher:	<i>S Euson</i>
Date:	31.07.23
Subject Leader:	<i>J Groves</i>
Date:	31.07.23
Governor:	<i>A Lisle</i>
Date:	31.07.23