

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 2022/23	£0
Total amount allocated for 2022/23	£0
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2023/24	£16,560
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£16,560

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 2023. Please see note above	78%
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	78%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	56%
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: 2023/2024		Total fund allocated:	Date Updated: September 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:
				%
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 promote activities which develop physical and mental health through lunchtime clubs, ensuring pupils are physically active as frequently as possible.	MSA hours to support 1x physical club per day – ensure a variety of clubs i.e. ‘Wellbeing Warriors’, Yoga, playground games, skipping etc.	£2040 (1hr per day x 5 x 39)	Dec- MSA ran lunchtime clubs every day, offered to all children to increase activity.	
To allow all pupils, from all year groups, the opportunity to access high quality sports coaching which further enriches our curriculum in extracurricular activities.	Subsidise cost of Sports Club for all pupils who wish to participate to ensure we can offer a range of sports which would not usually be accessible through the school’s curriculum.	£400	Dec- 35% of pupils attended subsidised after school Sports Club – historically this picks up in better weather / lighter nights.	
To use ‘Skip2bFit’ scheme to support children with their skipping which will benefit them throughout the year during our daily skipping practice. Sessions also focus on positive mindset and target setting which will have a positive impact on children’s resilience.	Hold a ‘Skip2bFit’ days termly which will continue to develop children’s skipping abilities and growth mindset. Continue to implement Fitness 5 for the final five minutes of lunchbreak, combining skipping and other fitness activities.	£1140	Dec – Implemented daily. Skip2bFit Day for all pupils in September to keep enthusiasm for skipping and celebrate progress.	

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	Invest in new 'Skip2bFit' ropes so all children have their own personal rope.	£100	Dec- All children have personal rope for daily skipping.	
Train pupil 'Fitness Coaches' to lead weekly 'Fitness Friday' sessions for all pupils and provide them with adequate resources to support.	Recruit pupil leaders to lead 'Fitness Friday' sessions and ensure they have adequate resources to undertake roles.	£0	April - Fitness Friday takes place weekly. Designated pupil leaders are responsible for bringing out active playground equipment daily.	
Use Moki wristbands as a way of promoting the benefits of fitness and physical health.	Roll-out the use of Moki wristbands within PE lessons.		April – MOKI Wristbands are now used to monitor the fitness and activity within Y3/4 both in and out of curriculum time.	

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:
Provide release time for PE subject leader to develop curriculum and then monitor and evaluate the impact of whole school PE provision.	Subject leader to monitor curriculum, breaktime and extracurricular activities to evaluate their effectiveness. Subject leader to undertake regular pupil voice to assess pupils understanding of key skills and vocabulary – 6 days per year.	£1120	Dec – Subject leader has had time out of class to monitor provision for the subject and plan future learning. Apr – Subject leader given time for planning sequential lessons and monitor impact of PE curriculum.	
Utilise PE subject leader to provide specialist teaching to all children in Key	1 half day per week of subject leader delivering specialist PE sessions within	£3275	Dec – PE Subject leader has delivered high quality lessons to all	

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Stage 1 – ensuring that the youngest pupils have the correct fundamentals in place which will be essential in developing skills in Key Stage 2.	Key Stage 1.		EYFS and KS1 children to develop core fundamentals.	
Membership of School Sports Partnership to access CPD and inter school events.	Engage with Bedale Sport Cluster and provide training opportunities for all staff.	£800	Dec – Children have attended Cross Country, Cross Country Final (Rescheduled) and Boys Football. To continue. Apr – Cross Country Final – 1 child came 2 nd , 4 th and 13 th in County competition.	

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:
Ensure all teaching staff are confident and proficient in teaching a wide range of sports in PE which enable the children to develop their existing skills.	Use GetSet4PE scheme which provides progressive lesson plans, vocabulary documents, video demonstrations and equipment lists to support staff understanding.	£450	Dec – Get Set 4 PE SOW established and implemented from EYFS – Y6. Staff report feeling upskilled and PE subject lead has monitored to ensure high quality teaching is in place as a result.	
Further enhance the provision in lessons and lunchtime sport clubs through increased subject knowledge and skills.	Employ a specialist sports coach to work alongside school staff and raise their confidence and competence in delivering high quality P.E	£2150	Dec – Sports Coach has worked with all of KS2 classes.	

Release PE lead to attend relevant training, alongside other staff where training needs are identified.	PE lead to attend relevant CPD and then provide the rest of the school staff with CPD.	£660	Apr – PE Lead to attend Swaledale Alliance Network training	
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:
Develop the provision of dance, outside of the curriculum, by providing the opportunity for pupils to visit a professional dance studio and access specialist teaching. School staff can then apply this into the delivery of curriculum dance.	Each class to work with Charlotte Jacqueline School of Dance for a morning workshop per year.	£600	Summer – All year groups to have focused dance teaching. Y3/4 to visit specialist dance teacher for a morning of dance.	
Engage pupils in regular Forest School sessions led by a qualified Forest School Leader and ensure they have access to high quality resources which impact positively on their physical and mental health.	Employ a Forest School instructor to lead weekly sessions with pupils across all year groups. Invest in new Forest School resources to be used by pupils to ensure safe and high quality practice.	£1560-Staff £800-Resources	Dec – All R/KS1 pupils have had Forest School sessions during Autumn term. LKS2 pupils have taken part in Forest School themed days. Apr – All pupils have had the opportunity to access Forest School sessions either as a weekly block or focus Forest School days.	

Ensure KS2 pupils have the opportunity to access residential / day visits off site to supplement the OAA curriculum we offer.	Subsidise visits to Bewerley Park (Y3/4) and Newby Wiske Hall (Y5/6) to supplement OAA curriculum.	£500	Apr – UKS2 attended 2 day overnight residential with OAA focus and LKS2 attended OAA day at Bewerley Park.	
Develop links with local sporting clubs e.g. Thornton Steward Sailing Club, Lawn Tennis Association, Yorkshire Cricket Board to access specialist professional coaching and raise the profile of sports / develop links with local clubs.	Link with local sports clubs to allow pupils to access sessions which will extend their knowledge of a wide range of sports and physical activities.	0	Dec- Yorkshire Cricket Board and Bedale Golf Club have both held a series of lessons with KS2 pupils (Tri Golf) and Cricket (Whole school). Apr – KS1 Cricket Coaching day planned for the summer term.	

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:
Increase participation in inter-school events throughout the year so every child has the opportunity to take part in at least one competitive event.	Release staff to accompany pupils to competitive sporting events organized by the school sport partnership. all pupils can access competitive events by enabling staff to accompany pupils off site. Ensure transport costs are not a barrier to accessing competitions by subsidizing cost of transport / staff travel costs.	£500	Dec- Children have participated in Cross Country, KS2 Football with transport and staffing not acting as a barrier. KS2 Wellbeing Workshops. Crucial Crew event.	
All pupils have the opportunity to participate in an intra-school competition at least once per term.	Employ specialist sport coaches to work alongside school staff to deliver termly key-stage intra school competitive events	£465	Dec- All pupils have had the opportunity to take part in 1 intra-school competition so far led by experienced Sports Coaches.	

All pupils have the opportunity to participate in an inter-house Sports Day competition with a focus on athletics.	for all children. Employ specialist sport coach to work alongside school staff to deliver house based sport competition.		More to follow in spring. Summer term	
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Head Teacher:	Samuel Donaldson
Date:	01/09/2023
Subject Leader:	Michelle Tunmore
Date:	01/09/2023
Governor:	Luke Dodington
Date:	01/09/2023