

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	£
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 0
Total amount allocated for 2022/23	£16 480
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 16 480

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>	15%
<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>	0 %
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	0 %
<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

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: £16480		Date Updated: 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: 13%
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 provide safe and appropriate equipment to facilitate wake and shake, physical/ sensory regulation and encouragement of students to take part in timetabled/ break time physical activities. Outdoor gym equipment	To purchase a variety of resources including new indoor mats and rugby equipment for lessons and sensory/ physical regulation. To purchase playground equipment eg throwing and catching games Gym equipment will help to facilitate wake and shake and movement breaks in addition to physical activities at breaktimes	£1386.10 £760	Students have shown an increase in their commitment to a variety of activities both in lessons and at break times. Increase in physical activities at breaktimes and reciprocal play.	To continue to ensure that equipment/ activities are available to facilitate the extra 30minutes of physical activities through morning routines, breaktimes and movement breaks	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 1%
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 continue to develop the positive profile of PE within the school by developing the sports board, social media links with parents and the community and celebration of holistic sporting achievements within PE and sport.	Sport board to include achievement of groups and individuals to help to inspire others and promote continued physical activity outside school.	No cost to school	This year we have celebrated 2 school groups competing a local and a national competition in addition to SSSP competitions and festivals	Continue to promote through all mediums and advertise pathways into out of school sporting or physically active groups
To continue to promote the sports council within school allowing a student voice to help shape the PE provision and celebrations	Termly sports council meetings to ascertain the thoughts and views of the student voice Purchase sports council badges	£48.86	Students feel listened to and thoughts and ideas, where possible, acted upon.	To continue to use the pupil voice to support the provision of PE and active 30mins provision. PE awards to be purchased for weekly effort and achievements (including most sporting etc)
To celebrate the achievements of the older students to inspire the younger ones to be active and achieve	To buy an engraved plaque to celebrate achievements in the reception area of school	£60		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 2%
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 support the use of the previous years' funding to develop the REAL PE approach to Physical education so students have a progressive skills based approach that develops their holistic skills for life including social, cognitive, personal, creative.	Ensure all teaching PE have access to the online platform for lesson planning, resources etc	£187.50	Feedback and lesson observations demonstrate staff are more confident in the teaching or PE and students are enjoying approach, increasing their fundamental physical skills and holistic social/personal skills	To embed the REAL PE approach with additional/ top up training as needed.
To ensure students are able to benefit from the previous years' bike training,	Staff to complete the outdoor pursuits First Aid Level 3	£120	10 students have been able to	Increase numbers of students

allowing them to experience bike riding off site	qualification		access biking off site improving their biking skills, confidence and knowledge of their local environment.	accessing the local area, cycle routes and forest trails.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 31%
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 ensure that pupils have opportunities to access additional sporting events and activities, provided by external providers or accessed off site as key enrichment opportunities.	LTA coach providing tennis to 40% of students	£250	Students were able to experience tennis with specialist provision and equipment enhancing their positive experience of the sport	Further develop and expand the provision of tennis for up to 60% of the school
To give students the opportunity to take part in dance lessons and associated awards/qualifications	We can dance – provided a dance teacher to support the students through a dance performance and contemporary dance award		The group came first in their category and the experience increased their in self esteem, confidence and skill level in addition to developing their positive social interactions.	To continue to offer dance opportunities to further develop and encourage girls to enjoy regular physical activity
To offer football sessions from SAFC coach to a wider group of students, promoting the enjoyment of football to all.	Local coaching sessions targeting range of abilities and groups including lower ability and all girl groups	£100 (indoor facility during winter months)	Over 60% of the school have been able to engage with the weekly sessions in appropriate and differentiated groups	To continue to offer high quality football provision to all groups able to access it.

To give all that are able the opportunity to take part in rock climbing activities	All able classes had 2 sessions at a local climbing wall (instructor provided)	£1520	Students have been able to develop links with a local provision. All have been able to personally challenge themselves (physically, socially, emotionally)	To continue to investigate other climbing venues to expand the experiences of the students.
To offer gym sessions both for lessons and enrichment activities	Sessions booked at Compass Gym	£210	Increased enjoyment and understanding the variety of activities the gym offers	To continue to promote the gym to encourage use out of school.
Additional swimming sessions to promote water confidence and continue with progress in statutory swimming sessions	Hire of Braeburn, Everyone active and Flower of May pools with lifeguards (including minibus/taxi hire)	£3067.43	Due to the complex needs of our students swimming is often the most effective and enjoyable activity for them increasing life skills, communication as well as water confidence. This year we now have 15% of yr 6s able to swim 25m unaided.	To continue to use pe premium to support additional swimming sessions.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				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?:	Sustainability and suggested next steps:

<p>To ensure that students experience and participate in competitive sporting events with 'personal best', intra and inter school festivals, competitions and events.</p>	<p>Special schools sports partnership buy in – access to competitive panathlons, bowling, multiskills, swimming events</p>	<p>£550</p>	<p>Students have had the opportunity to complete against other schools developing not only their physical skills but the more holistic skills around social interaction, coping with unfamiliar venues and people, developing their understanding of appropriate reactions to winning, losing and working as a team.</p>	<p>Older students to take part in National competitions where appropriate</p>
<p>To allow students the opportunity to take part in local competitions/ festivals to develop their knowledge and understanding of performing/ competing in different environments</p>	<p>Older students have taken part in the Eskdale Festival of Performing Art – completing in the SEN dance category.</p>	<p>£100 (minibus hire)</p>	<p>Student have had to work together to create a dance routine and then perform for an audience – demonstrating coping with challenge and anxiety and increasing their resilience, self esteem and self belief.</p>	<p>Continue to work towards taking part in the festival annually with new cohorts</p>
<p>Older students to take part in the National Paraneball Championships in Nottingham</p>	<p>Continue to offer enrichment netball sessions throughout the year to support students to have the necessary skill level and confidence to participate at this type of competition</p>	<p>£100 (minibus hire)</p>	<p>From previous years, taking part in the national competition has had an incredibly positive impact on their self esteem. It has been celebrated in school and local community and has been an inspiration for others to work towards.</p> <p>2 students this year have gone on to join the local netball club, playing matches in a league</p>	<p>To take part in the annual competition and promote the enjoyment of continuing netball outside school.</p>

Signed off by	
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Date:	25/07/23

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Supported by:



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Date:	25/07/23