

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. **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](#).



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£3600
Total amount allocated for 2021/22	£22930.00
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19380
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£19380
Total amount of funding carried over into 2023/ 2024	£5000 (OPAL)

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 2022.</p> <p>Please see note above</p> <p>*Children who did not achieve national curriculum have received a free swimming pass to attend the venue.</p>	76%
<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>	98%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	98%

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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: £19380 £5000 carrying over to 23/24 for OPAL		Date Updated: July 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%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<ul style="list-style-type: none"> To ensure all children have access to two sessions of P.E. per week as well extra-curricular clubs for all year groups. 		<ul style="list-style-type: none"> Every year group has 2 hours of planned time for P.E lessons each week. Children follow a progressive scheme developing physical skills and the whole child with an emphasis on 'head, hand, heart' Leger Sport Package – Key indicator 2 		Equipment cost £500 scheme Leger Sport Package	
<ul style="list-style-type: none"> To provide high quality resources enabling engagement in both P.E. lessons, break/ lunch times and across the curriculum. 		<ul style="list-style-type: none"> Action mats to ensure high quality active 10 sessions can take place with little set up P.E. sessions can take place with high quality resources which are accessible to all SEND focus of Sensory activities to energise and settle child so that they can focus and engage more in the classroom through active bursts. Wireless speakers purchased as it was raised in pupil voice that children wanted to be able to dance/ be involved in games 		£886 £3140 £359	
				<ul style="list-style-type: none"> Children are more active in school and meeting the national curriculum guidance for P.E. Full coverage taught Children enjoy learning new skills and sports 	
				<ul style="list-style-type: none"> Children participate in 10 minutes of active fitness daily as well as active play and lunchtimes Inclusive activities which are accessible to all Active breaks and lunchtimes show reduced behavior incidents and more focused children 	
				<ul style="list-style-type: none"> Assessment, wellbeing and knowledge organises to be embedded into lessons Review resources and update and renew where necessary. 	
				<ul style="list-style-type: none"> Share ideas between staff to provide a wider range of activities that can be completed which are quickly accessible and don't require much preparation. Become an OPAL school to ensure cultural and practical play transformation Increased mood on the playground due to music and games. Staff to be involved in CPD to encourage more games and dance. 	

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	at lunchtimes.			
<ul style="list-style-type: none"> To support the children's understanding and awareness of health and fitness. 	<ul style="list-style-type: none"> Moki Health Bands - fitness bands count steps and use contactless technology to transmit the data to the Moki app with a simple tap. 	£2900 Reader £70 Batteries £36	<ul style="list-style-type: none"> Children are more aware of their own physical activity. Children use the bands as an incentive to lead a more physical lifestyle. 	<ul style="list-style-type: none"> Timetable the bands so the whole school can compete against each other across the whole year.
<ul style="list-style-type: none"> To increase the level of skill and coordination of the foundation stage children whilst engaging them in physical activity at a young age 	<ul style="list-style-type: none"> Fine and gross motor skills identified as a weaker area on GLD. Balance bikes and scooters purchased to further develop and increase life skills. 	£804	<ul style="list-style-type: none"> Progressive skills from a balance bike to a scooter, using gross motor skills. Children are more spatially aware of each other when using the resources. 	<ul style="list-style-type: none"> Bike sessions for the older children to ensure progression from KS1 Enquire to book cycle skill sessions to ensure all children have the valuable life skill of riding a bike
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 37%
Intent	Implementation		Impact	£7224
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> To embed physical activity into the school day through Active 10, importance of P.E., Active Literacy (playground resources), active break and lunch times and active travel. To raise the profile of P.E. and sport ensuring all staff, parents and children are aware of the subject area, events which are celebrated. 	<ul style="list-style-type: none"> Events celebrated in school through social media, displays, rewards All children to participate in events including sports day, Active 10, intra school comps Children in teams which they compete in during annual sports days, events in school which also link to attendance awards 	Active Literacy £142 OPAL School - £5000 (23/24) Lunchtime consultancy £300	<ul style="list-style-type: none"> P.E. and sport promoted through school by all members of staff Review of lunchtime support following consultation and OPAL initial meeting Children wear P.E. kit to school to maximise lesson time Building life skills including team work, sportsmanship, relationships with peers, competitive resilience, communication and increasing confidence 	<ul style="list-style-type: none"> OPAL plan with continued support and launch into 2024 CPD for all staff Increase progression of skills Introduce BCPA Sports Week 2024 to increase cultural capital and inspire younger children to engage in a broader range of sports P.E. leads to monitor and measure impact of CPD training through pupil and staff voice. Celebrate achievements on social media, central news and staff briefing

<ul style="list-style-type: none"> To bring about an entire cultural and practical transformation of the way that play is thought about, planned for, resourced and staffed. 	<ul style="list-style-type: none"> Research shows play is 20% of a children's school life Mentor supported school improvement plan to change the mindset of all in how to play and engage children Research led creating an action plan of sustainable improvement of play 		<ul style="list-style-type: none"> Quality of play Challenging risk within play OPAL team generated to ensure key roles and working group 	<ul style="list-style-type: none"> Programme to continue into 23/24 CPD for staff on quality play
<ul style="list-style-type: none"> To improve P.E. and performance pathways for all 	<ul style="list-style-type: none"> Full framework of competitions Bespoke provision package to meet the need of the school at the time CPD for teachers – dance/cheerleading Extra- curricular clubs 	Leger Sport Package £1782	<ul style="list-style-type: none"> Extra-curricular club links to competitions entered to prepare the children attending Relationships built with other schools and the team at Leger Children enjoy the sessions and have gone onto taking part in the sports outside of school Increased amount of children participated in competitive sports 	<ul style="list-style-type: none"> Enter more competitions across the academic year CPD package for new teachers ASC offered to selected children who haven't attended clubs before

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				4%
				£450
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:
<ul style="list-style-type: none"> To provide mentoring and coaching to PE lead to provide solid leadership To provide CPD in specific areas to enhance P.E. sessions 	<ul style="list-style-type: none"> Teachers receive high quality CPD through online training materials (Your PE) 	£150 £300 Leger package	<ul style="list-style-type: none"> Timetabled activities at lunchtimes CPD directed at lunchtime supervisors Teachers observed to ensure high quality lessons taking place linking to correct reaching sequence P.E. lessons have been of a better quality since using the new scheme as teachers feel more supported due to the range of resources available to them 	<ul style="list-style-type: none"> Staff to continue with CPD through online tools Staff to work alongside Leger Sport in area identified where they need development Staff voice to highlight areas of need (target new staff)

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 15%
Intent	Implementation		Impact	£3010
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:
<ul style="list-style-type: none"> To provide extra-curricular activities to all children, offering a range of sports and clubs. 	<ul style="list-style-type: none"> After school clubs to be free for all children to ensure any child that wants to partake is not hindered by additional costs. <p>ACMAC Leger Sports- Football, Athletics, Summer Games, Rounders</p>	£1000	<ul style="list-style-type: none"> More children accessing afterschool clubs. With some children who would not usually attend having the opportunity to take part in a range of extra curricular activities. 	<ul style="list-style-type: none"> Have a wider range of sports available as afterschool sessions to engage even more children and collate the data to support this. Monitor equipment
	<ul style="list-style-type: none"> ACMAC to provide after school clubs to a range of year groups and children across the school year. 	£600	<ul style="list-style-type: none"> ACMAC have worked with children from Y1-Y6 in both mixed and girls only sessions offering important self-defense and discipline skills whilst also ensuring children are active. 	<ul style="list-style-type: none"> To continue using ACMAC next year and continue to provide afterschool clubs for all year groups across the academic year.
	<ul style="list-style-type: none"> Leger sports competitions to be used to provide children with a range of competitive sporting events throughout the year. 	Leger package	<ul style="list-style-type: none"> Many children have had the opportunity to take part in competitive sport. A range of sports have been available where children have both achieved success and learnt valuable teamwork skills. 	<ul style="list-style-type: none"> To enter and compete in more competitions next year allowing more children from different year groups the opportunity to be involved in competitive sport.

<ul style="list-style-type: none"> To increase the Cultural Capital of all children by attending the annual sports day at a professional athletics track. 	<ul style="list-style-type: none"> Sports day to be held at Doncaster athletics track to provide children with cultural capital and raise the profile of sport. 	<p>£200 venue £60 water £50 rewards £1100 transport</p>	<ul style="list-style-type: none"> Children thoroughly enjoyed the day at a top class facility. They felt more engaged and were proud to take part. Parents also engaged well and commented on the behavior, professionalism of the children and opportunity provided to them 	<ul style="list-style-type: none"> Annual sports day booked for 23/24 at Doncaster Athletics Track Celebrate sports week with Sports Day at the end of the week Take feedback from the day and see how it can be improved upon for next year.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				Combined with key indicator 1 and 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:
<ul style="list-style-type: none"> To provide a range of children with the opportunity to compete in competitive sports. 	<ul style="list-style-type: none"> Children engaged with inter school competitions; KS2 rounders, tag-rugby, girls and boys football, KS1 multi sports, mixed football, mixed netball. 	Leger package	<ul style="list-style-type: none"> Many children from a range of year groups have taken part in competitive sport this year. The children learnt vital skills and learnt the importance of sportsmanship and teamwork. More competitions entered than previous years Display in school to celebrate experiences 	<ul style="list-style-type: none"> More competitions to be entered next year to ensure all year groups have the opportunity to compete. Enter taster days such as cheerleading where children can learn new skills whilst having fun and being physically active.
	<ul style="list-style-type: none"> Intra school competitions timetabled in across the school year to ensure sportsman ship with peers. 	OPAL Programme 23/24	<ul style="list-style-type: none"> Children using their skills learnt in P.E. sessions in a competitive situation. Children making the choice to compete and creating their own teams. 	<ul style="list-style-type: none"> Timetable of events throughout the year to ensure a wider range of sports are covered and offered to more pupils.

				<ul style="list-style-type: none"> • Leger Sport to provide support one lunchtime a week focusing on a intra school competition • Improve links with The Rose Learning Trust schools entering trust competitions
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Signed off by	
Head Teacher:	Emma Cooke
Date:	21.7.23
Subject Leader:	Jade Hodgson/ Craig Short
Date:	21.7,23
Governor:	Rob Mellor
Date:	21.7.23