

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

Total amount carried over from 2021/22	£ 0
Total amount allocated for 2021/22	£17900
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17520
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£17520

Swimming Data

<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>	89.5%
<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>	89.5%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<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

Academic Year: 2022/23		Total fund allocated: £17520		Date Updated: 24th 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: 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:
To set up lunchtime activity challenges, to make lunchtimes more active and purposeful, to engage children and promote further physical activity.	SSP provided support for ‘Fantastic lunchtimes’ and developed young leaders to promote small sided ball games.		£500 playtime equipment for both playgrounds	Children began to independently organize their own active games with equipment available	Ensure Y5 pupils train up Y4 pupils to ensure progress is sustained
Establish young leaders to work regularly with younger pupils.	Children in Y5 took part in playground leader training in the autumn term provided by the SGO. These children then led weekly clubs for younger children on the playground.			Playground games organised by upper KS2 children such as running club and the skipping challenge were popular and well attended.	PE leader support at lunchtimes to ensure new pupil leaders are effective
Explore and model opportunities for physical activity across the curriculum	Maths on the move sessions with Kanga sports focus on learning times tables through active maths		£975	100% KS2 pupils enthusiastically participated in March skipping challenge, Skipping demonstration for parents and fundraiser for BHF Combining maths and PE is popular with the children and an alternate way to embed their times tables knowledge.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				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:
Sports day training session for 2 staff	Carefully planned inclusive sports day ensuring success for pupils of all ability	£200 staff training plus £300 resources	All children had the opportunity to be successful, well attended by parents supported by young leaders from local secondary school – all ex pupils and excellent sporting role models. Positive feedback from parents	Resources and planning saved for next year
Training for MSAs to deliver high quality support for sporting activities at lunch times to improve lunchtime behaviour	MSA Training by SCo and HT	500 sports coach for MSA support plus 6 follow up sessions MSA additional hours for training sessions £300	MSAs more proactive about participating and facilitating physical activity at lunchtimes, this has led to reduction in the number of behaviour incidents recorded.	Revisit MSA training in the Autumn and summer terms. Ensure equipment is well maintained/ replaced as necessary
EYFS resources to develop fine and gross motor skills	Resources such as ride-ons for new outdoor area Activities for fine motor skills	£600 £250	Pupils have the necessary fine and gross motor skills appropriate for the KS1 curriculum	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				30%
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:

High quality coaching delivery from STA coaches – models effective practice to staff	High quality support and modelling for PE teaching	£2520 STC £975 KS	As a result of high quality teaching, more children have had the skills and the confidence to take part in the regular STC sporting events.	Continue to explore and support MSAs to provide more formalised set up at lunchtimes to increase active play and physical activity
Training for ECT with view to future PE leadership role	CPD for teachers, including ECT - release ECT to observe more experienced colleagues teaching PE Release time for subject leaders to evaluate quality of teaching in PE and further develop the subject	£1000 £750		

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation: 7%
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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?:
Use outdoor education to engage pupils who may not be engaged in traditional sport	Year 5 High Adventure visit Year 6 Marrick Priory visit Orienteering, canoeing, high ropes, low ropes, abseil, caving, archery, Y6 climbing day – High adventure Y6 trampoline park visit	£600 subsidy £560 - buses	54 children engaged in outdoor education. Increased perseverance, resilience, independence, problem solving. Enjoyment of outdoor learning and achievement of overcoming fears
			Sustainability and suggested next steps: Develop forest schools and outdoor provision on the school site.

Key indicator 5: Increased participation in competitive sport	Percentage of total allocation: 51%
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Intent	Implementation	Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do
			Sustainability and suggested

what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
Increase engagement in sport and competitions through the Sports Partnership	Carleton children from KS1 and 2 have access to competitive events held at Sandylands Sports Centre: Football, Basketball, Tennis, Multi-skills including Athletics, touch rugby as well as online/virtual challenges	Full sports premium package £2,798.40	Football District champions, winners of the online skipping challenge, 5 children re[resented our school in regional cross country finals	Continue to work with local clubs and schools to organise competitive events
Increase engagement in sport and competition outside of the sports partnership	rugby Work with Upper Wharfedale Rugby Club coach Hedley Verity to develop rugby skills and signpost to local teams.	Transport to events approx. £300 per bus x 18 events £5,400 £660	Provide opportunities for the least confident and the least active to attend exciting, varied and a new range of activities through the school sport partnership. 112 pupils experience rugby and rugby skills.	Continue to signpost to clubs through newsletters etc.

Signed off by	
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Date:	24.7.23
Subject Leader:	Helen Dudman
Date:	24.7.23
Governor:	Emma Brown
Date:	