

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](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£5528
Total amount allocated for 2021/22	£19160
How much (if any) do you intend to carry over from this total fund into 2022/23?	£3238
Total amount allocated for 2022/23	£19150
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 22388

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	39%
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	64%
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	31%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	23%
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

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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:22388	Date Updated: October 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: 17%
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:
Ensuring school curriculum and delivery is high quality and ensures all children across KS2 have regular daily physical activity All children to take part in '1k-a-day' to get ALL pupils undertaking at least 30 minutes of additional activity per day at school.	Clear timetables and PE sessions for each class each day Planning and support available for new staff Monitor staff skills/knowledge through use of pupil voice and QA cycle Monitor lessons and quality of learning and teaching within PE	SPIN coach additional day SPIN £3820	Timetables will be set and monitor provides evidence that physical activity is being completed daily by all children Baselines of basic skills completed starting at Y3 to ensure teaching to meet needs of pupils and progression from right starting points Children will feedback positively about their physical activity programme All children can take part in PE with PE kit SIMs and CPOMs behaviour analysis will show a reduction in disruption in lessons from identified vulnerable groups (SEN (SEMH) boys)	Identify vulnerable/target group as case study of impact – develop focussed PE activity groups to address child obesity/inaction/reluctant girls 1k-a-day firmly embedded in school day.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 77%

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>Pupils to experience high quality PE and Sport by 'up skilling' staff in PE subject specific knowledge</p> <p>Provide extra-curricular clubs and inter school competition events for every year group throughout year</p> <p>House assembly and competitions linking to PE, celebrating achievements.</p>	<p>House system linked to PE events</p> <p>All teachers providing high quality curriculum for all pupils</p> <p>All teachers to attend/support PE lead with extra-curricular/competition event</p> <p>Monitoring of PE within QA cycle</p> <p>CPD planned into school CPD calendar</p> <p>SPIN events across the year to engage children in competitive events and increased day from coach and G&T tournaments and festivals</p>	<p>Coach and CPD</p> <p>£17273</p> <p>SPIN membership</p>	<p>2 termly House PE events completed</p> <p>QA monitoring evidence of standards of learning and teaching</p> <p>CLICK milestone analysis shows increase in % of children achieving NC statements in PE</p> <p>2 PE planned CPD events - teacher feedback and evaluation is positive and constructive</p> <p>Displays celebrate PE across school and evidence skills and knowledge developed by children</p> <p>House Captains/SSOC (School Sports Organising Crew) to assist MT with planning and running of events</p> <p>Staff CPD, visit events or extra curricular clubs for pupils will be attended</p>	<p>CPD calendar planning with PE coordinator</p> <p>Identify NC statements and analysis tool to use for subject progression documents</p> <p>Ensure teacher feedback taken from CPD events - leads into next planned CPD session</p> <p>Pupil voice and celebration of developments - good practice? What are other schools doing?</p> <p>MT/LC to hold half termly meetings with House Captains</p>

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:

<p>In order to improve progress and achievements of all pupils the focus is on up-skilling the staff.</p>	<p>LC to lead and then assist class teachers in PE lessons – planning shared and adapted together to meet needs of pupils</p> <p>MT to assist class teachers with planning/teaching where needed</p> <p>Baseline pupils so that impact can be measured over time</p>	<p>BTP/LC costs</p> <p>SPIN support</p>	<p>Better subject knowledge for teachers and TA's, with the latter being more confident to take a more active role in lessons</p> <p>Increased confidence and better subject leadership skills enabling the subject leader to lead professional learning for all staff</p> <p>Subject leader more confident when undertaking lesson observations/team teaching – able to provide effective feedback and lead discussions.</p> <p><u>WIDER IMPACT AS A RESULT OF ABOVE</u></p> <ul style="list-style-type: none"> • Skills, knowledge and understanding of pupils are increased significantly • Pupils really enjoy PE and Sport, are very keen to take part and demonstrate a real desire to learn and improve 	<p>MT to carry out informal drop-ins – teacher confidence questionnaire</p> <p>LC coaches feedback on lessons</p> <p>Subject lead to attend network and SPIN meetings and feedback to staff</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation:</p> <p>6%</p>
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<p>Specialist PE teacher/coach providing children with a variety of sports and activities at a high standard</p> <p>Extra curricular programme is broad and offers variety to each year group throughout school year</p>	<p>Map across KS2 sports/games taught in each term – skills progression focus</p> <p>Liaise closely with Coach to develop and extend activities provided after school – listening to pupil voice and adapting clubs</p> <p>Review and evaluate planning each term and adapt to improve - include pupil and teacher feedback on sports/activities taught</p> <p>Wherever possible, target vulnerable groups/PP children/overweight children? (inactive girls)</p>	<p>BTP/LC funding</p> <p>£475 scheme of work</p> <p>£798 scooters</p>	<p>PE curriculum grid and QA evidence of sports being taught</p> <p>Planning includes broad spectrum of sports and allows for progression of skills</p> <p>Pupil voice and teacher feedback is positive and constructive towards next steps</p> <p>Wide variety of PE lessons/clubs inc 'different' sports (Jui Jitsu, Fencing, handball, Boccia etc)</p>	<p>Evaluate sports/activities taught over last 2 years - what would a child experience in their journey through PE and Sport at our school?</p> <p>Map CPD and skills training against the broad spectrum of sports - identify skill strengths in staff</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Half termly House/PE competitions</p> <p>School Sports day</p> <p>SPIN events</p>	<p>SPIN events entered at Junior school with others from Huddersfield including G&T tournaments and matches</p>		<p>School to maintain School Games GOLD overall</p>	<p>MT to continue to monitor upcoming events and to enter a variety of competitions to ensure all year groups etc are included</p>

Signed off by	
Head Teacher:	Zoe Lowe
Date:	11/10/2023
Subject Leader:	Matthew Tate
Date:	11/10/2023
Governor:	Geoff Kernan
Date:	24 th October 2023