

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 judgement, 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 offers
- 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 <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools> 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 underspend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment.

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 31 July 2023.



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£ 0
Total amount allocated for 2022/23	£17520
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2022/23	£17520
Total amount of funding for 2022/23 to be reported on by 31st July 2023	£

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section as best you can. 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</p>	
<p>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</p>	60%
<p>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</p>	60%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	60%
<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/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:		Date Updated:	
Key indicator 1: Increase 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 on what you want the pupils to know and be able to do. What do 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?	
Ensure that the new teachers are fully confident in all areas of PE and school sports.	Identify the key areas that they need support with. Bring in external support via RESSP if required or attend training sessions from the RESSP. Regular check ins with new teachers on how they are finding curriculum maps and anything they would like further assistance on. CPD provided in specific areas via RESSP training programme.	Course Cost: Part of RESSP buy in. Release Time: £250	ECT attended PE starter course to increase confidence, other teachers felt confident when asked. ECT release time to increase knowledge/experience in development of PE as a subject	Continue to provide training and support where necessary in all areas of PE. Keep a check on the CPD offer from the RESSP to ensure up to date training.	
High quality PE resources and materials to support planning.	Regularly review of curriculum coverage and the types of activities undertaken- currently termly Issuing and sending of lesson resources and materials to ensure high quality lessons are being taught and teachers supported when needed.	£0	Children and staff have access to a range of supportive materials that correlate with the PE roadmaps for each year group.	Review lessons support materials regularly and take advice from the members of staff for improvements. PE lead to support planning of lessons.	
Key indicator 2: The engagement of all 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		

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Your school focus should be clear on what you want the pupils to know and be able to do. What do 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 all staff are fully aware of the daily requirement for 60 active minutes and that they fully understand the theory behind it.	PE coordinator to deliver refresher training where needed and to send regular PE reminders about PA.	£0	Staff have the knowledge and understanding of why children should be active and that it links to their educational achievements, health, physical development and mental wellbeing. - email sent out to staff Staff have implemented physical activity into their planning through Paul Ginnis activities, provision areas.	Each year make sure that new staff are trained. Monitor active lessons, regular checking of what ways the classroom is active.
For all children to be fully active at playtime and lunchtimes.	Play equipment purchased to support active playtimes Playground leaders are trained in ideas for playing with children and setting up games at playtime. The most inactive children are identified by class teachers and lunchtime supervisor	£70	Autumns Observations from playtime and lunchtime show children are active in various different ways and have the opportunity to participate in active activities. Year 5 playground leaders are trained and have a bank of activities/ rota for activities Playground Equipment is available for the children to encourage play and promote activity- from Summer term	Throughout the year ensure equipment is monitored and refreshed. Lists of inactive children are reviewed regularly and updated where necessary. Train dinner ladies/ lunchtime supervisors in use of equipment to promote physical activity.
Ensure children have access to age-appropriate active travel training to encourage children to walk or cycle to school safely.	Reception: Balance Bikes – October 3 days. Year 3 pupils take part in Pedestrian training to learn how to cross the road safely. – January Year 5 pupils take part in Bikeability Level 1 & 2 training to learn how to ride their bikes safely on the road- November Develop an Active Travel plan. Assembly on Active Travel. Active travel promotion to parents and	Balance Bikes: £3 per child x 21= £63 Pedestrian Training Cost: £3 per child x 24 children = £78	Children are much more competent and educated about how to act on and around roads. Children are successfully using balance bikes in PE lessons, building core strength and coordination.	Each year the next cohort will be trained. School staff supporting the instructors from the RESSP fully understand the outcomes and consolidate this learning back in school. Parents understand the school is an 'active school' and the benefits of walking their child to school and spending quality time on a morning. Balance bikes have been purchased for reception and are used as a weekly PE

	families in school newsletters and parent meetings.			session.
Promote physical activity at home	<p>General information about the 60 active minutes will be sent home for parents with examples of physical activity they can take part and links to websites such as Cosmic yoga.</p> <p>All classes set a half termly sports challenge to complete at home by PE coach, class teacher or PE coordinator.</p> <p>Families are encouraged to take part and send in evidence via Seesaw.</p>	£0	<p>Increased participation the home challenge.</p> <p>The time spent on physical activity by the children increases to at least 60 minutes a day.</p>	<p>Start to change the culture within the school community that the school is an 'active school'.</p> <p>Promote physical activity opportunities for families outside of school.</p> <p>Raise the profile of the importance of PE, school sport and physical activity. Ensuring parents and families know that PE is just as important as other subjects.</p>

Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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?
Increase the profile of PE and school sport and link skills in PE to other areas of school life.	<p>Spirit of the games values will be implemented with a new focus each half term. (determination, self belief, honesty, respect, passion, teamwork).</p> <p>Each term teacher will identify children who stand out in each area and who show the key skills. Certificates given out in assembly at the end of the year with RESSP</p>	£50 printing costs.-	Children confidently talk about and recognise the spirit of the games values across all areas of school.	<p>Sustainability and suggested next steps:</p> <p>These values will be continued each year and will be refreshed at the end of the year.</p> <p>Awards evening will be held to honour the children.</p>

Develop leadership skills in children	<p>RESSP trained sports leaders. - Year 5 focus this year ready for being leaders in Year 6.</p> <p>Year 4 training ready to promote leadership in PE to the support Year 5.</p> <p>The children trained leaders will deliver physical activity sessions at lunchtimes.</p> <p>The member of staff in charge meets the leaders once a month to plan activities and to use the group as the student voice for other projects.</p>	<p>Leadership Training Cost: Part of RESSP Buy in.</p>	<p>Pupils have increased self-esteem and confidence- certain children are happily delivering sessions with the support of activity cards.</p> <p>Young leaders benefit from the experience of planning, organising and creating activities – feedback was positive from the training day and childrens ideas and suggestions were sent through from class teacher and RESSP.</p> <ul style="list-style-type: none"> - Year 4 and 5s are trained in leadership and playground leaders. <p>Staff benefit from training by RESSP so they understand their role back at school with the sports leaders.</p>	<p>Children will develop their leadership skills as they go through each year group and extend them into secondary school.</p> <p>KS1 children buddy up well with KS2 children.</p> <p>Next steps – continue training each year for the next year group and developing leadership skills across KS2</p>
Develop life skills in pupils.	<p>Integrate Primary My Personal Best into PE- this is to be done through half termly emails sent from RESSP then forwarded to staff.</p> <p>Subject Leader attended training days and meetings.</p> <p>Subject Leader alongside RESSP delivered whole staff training.</p>	<p>Event Cost: Free due to buying into RESSP</p> <p>Support from RESSP for staff training: Part of RESSP Buy in. (Part of £4,500).</p> <p>Release time: £250</p>	<p>Skills are being now taught and teachers are using terminology for half termly focus.</p> <p>Children understand what life skills are, what each of them mean and can articulate how developing them can help in PE, in the classroom and outside of school.</p>	<p>Children will have life skills that support their school journey. PE helps to develop the whole school curriculum.</p>
Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils				Percentage of total allocation:
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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>A broad and balanced curriculum is offered to all children across school.</p>	<p>Review the curriculum offer across all year groups to ensure it provides all children with a range of activities and sports.</p> <p>Pupil's voice to be completed and using the results to support the curriculum offer where appropriate and possible.</p> <p>Tees Outdoors- outdoor education to be offered to all KS2 classes for a broad range of activities including archery, axe throwing etc.</p>	<p>£0</p> <p>£ 9,300 outdoor education sessions</p> <p>£1,700 subsidy for KS2 Residentials</p>	<p>All children will receive lessons in all areas of school sport and PE lessons will be varied throughout the year.</p> <p>Updated curriculum maps – particular focus on Nursery and Reception based on new objectives in EYFS framework</p> <p>Pupil's voice completed in autumn 1 through RESSP survey. Pupil voice completed in Spring to access coverage, safety and suggestions. Ideally complete one in Summer as an end of year review.</p> <p>Tees Outdoors completed by all KS2 classes supported by school staff who supervised and supported activities.</p>	<p>Curriculum map reviewed and adapted. – particularly work with EYFS to support their planning and implementing of activities.</p> <p>Ensure that this happens annually and children's voice is taken into account.</p>
<p>To ensure that all children and young people enjoy some form of sport or physical activity</p>	<p>Take part in RESSP festivals and development days both virtual and in person.</p> <p>Sports club for Years 1-6 pupils, playing fun activities each week.</p> <p>Sports Taster sessions.</p> <p>Athlete for schools days.</p>	<p>Festival & Development Days. Cost: Part of RESSP buy.</p> <p>Transport: £1,300</p>	<p>Children now have half termly clubs they can attend after school targeting both KS1 and KS2.</p>	<p>Continue to enter children into sports events and festivals.</p> <p>Ensure thought goes into which children are selected for which event.</p> <p>Follow up work to every event to ensure maximum impact.</p>

<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation: %</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<p>Your school focus should be clear on what you want the pupils to know and be able to do. What do 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>Ensure that every pupil, by the time they reach Y6, has represented their school in a sporting activity</p>	<p>Enter into RESSP competitions and festivals.</p> <p>Ensure children are entered into appropriate levels of competition to suit their individual motivation, competence and confidence levels.</p> <p>Keep a track of which competitions and festivals every child has attended.</p> <p>Celebrate ALL participation achievements, not just the winners.</p>	<p>Competition Cost: Part of RESSP buy in (Part of £4,500).</p>	<p>Pupils' skills developed through the experience and some have developed new skills that they had not used before</p> <p>Pupils felt like they represented the school.</p> <p>Pupils have improved their confidence, knowledge and sportsmanship.</p> <p>The children have had fun!</p> <p>Staff have benefitted from the professional development opportunities through attending events and learning from the deliverers.</p> <p>Every year group have attended a sports event with RESSP.</p>	<p>Ensure that all children are appropriately prepared for the competition.</p> <p>Social stories before activities to support children who struggle with change or the unknown.</p> <p>Reinforce and reminder of the Spirit of the Games values prior and post event that RESSP are aiming to develop in our children: Honesty, Passion, Determination, Self-Belief, Respect and Teamwork.</p>
<p>Develop intra competitions across the curriculum</p>	<p>Every child in KS1 and KS2 will take part in at least one intra competition this year- this will be monitored on what activities and which year groups.</p> <p>The competitions will link to the house point system, or based on year groups collaborating.</p> <p>Sports day- linked to houses</p>	<p>£0</p>	<p>KS2 Children have enjoyed mixed classes and use of house for intra competitions.</p> <ul style="list-style-type: none"> - No official record of intra competitions just based on teacher conversations or implementing of competition by PE lead <p>KS1 not as apparent other than sports day</p> <ul style="list-style-type: none"> - Look at how this could be further implemented but still focussing on fundamental skill development. <p>Children have experienced competition within school and in a comfortable and safe environment, where they are supported by peers and teachers.</p> <p>Does the house point link need to be stronger/ developed in over to support the whole school approach of PE and school sport.</p>	<p>Ensure that all children are taking part in intra competitions through record keeping</p> <p>Develop the range of the intra competitions each year so the children do not get bored.</p> <ul style="list-style-type: none"> - Issue these to all staff and give suggested times when these could be completed.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	