

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	£16,000
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2022/23	£16,000
Total amount of funding for 2022/23 to be reported on by 31st July 2024	£ 16,000

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 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.</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>All children currently in Primary have been allocated weekly swimming lessons for a block of 12 sessions throughout the year. The children were assessed at the start of the block. The overall aim for our pupils is to be able to swim independently with confidence, competence and safely. A qualified swimming instructor is teaching the children a range of strokes during lessons. Some school staff are also going into the water during lessons to encourage reluctant children as our pupil are profiled as SEND.</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>	<p>80%</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	50%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	n/a
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

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: 2022/2023	
Key indicator 1: 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: 20%
Intent	Implementation		Impact		Sustainability and suggested next steps:
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?	
<p>Pupils receive at least 30 minutes of physical activity each day in school.</p> <p>All KS1 and KS2 have 1 hour minimum of core PE each week. On top of this they have an extra our timetabled to extra-curricular activities and at least 30 minutes outdoor active play a day.</p> <p>Children feel grounded and sport becomes a support for children’s mental and physical health.</p> <p>All staff understand the importance of activity and how this can positively impact learning.</p>	<p>Equipment available at lunchtimes and reviewed every half term. TAs to support with supervising/initiating games and physical activity within respected groups and areas.</p> <p>PE leads to liaise with Senior Learning mentor/SLT to develop lunchtime activities and offers.</p> <p>PE to liaise with Primary lead and SLT to develop plan for Primary extra-curricular opportunities.</p> <p>Resources to be enhanced for outdoor play as well as a safe area for this to be done during winter.</p> <p>Sensory Circuit was funded by Sports Premium for our key children through school.</p>		20%	<p>Additional playground equipment has been purchased. Each class has their own playtime equipment. This has had a positive effect on playtimes. The children now have more to do at playtimes and are happier as a result.</p> <p>Resources have been replenished to provide an all-round better experience. Each pupil can now be allocated with equipment to play.</p> <p>Clubs are in place to add emphasis on social interactions and play for our young people with SEND.</p> <p>- Promoting physical activity instils a love for children from a young age. Children leave us wanting to pursue physical activity.</p>	<p>Continue to broaden opportunities at break and lunchtime for children to be physically active and use this time to introduce new, engaging sports.</p> <p>Monitor children’s physical activity outside of school through various questioning techniques.</p> <p>Organise new / maintain old opportunities for all pupils to access active play, movement breaks and extra-curricular activities.</p>

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			<p>Sensory Circuit has supported children's emotional regulation during learning times and improved concentration and behaviour.</p> <p>Children are aware of the health benefits of remaining both physically and mentally active.</p> <p>All children take part in a minimum of 30-minutes of physical activity across the school day with many taking part in more than this requirement. This does support pupil/staff</p>		
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p> <p>10%</p>	
Intent	Implementation		Impact		
<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:</p> <p>What do pupils now know and what can they now do?</p> <p>What has changed?</p>	<p>Sustainability and suggested next steps:</p>
<p>Profile of PE/School Sport will continue to be raised with staff, pupils and their parents within school and the local community.</p> <p>Member of the York school sport partnership. Attend many different fixtures and extra-curricular opportunities through the organization of the partnership.</p> <p>Become a provision for pupils to come when feeling dysregulated. Be a point of call for pupils to express their thoughts</p>	<p>Effort, teamwork, determination, honesty and self- belief (school games values) of children during PE lessons and clubs will be recognised to encourage participation. Achievements within PE lessons will be celebrated through awarding of certificates and positive phone calls home to parents and careers.</p> <p>Results and photos to be celebrated/displayed/promoted via bulletin.</p>		<p>10%</p>	<p>Key children across school have improved social skills through nurture support using Physical Activity.</p> <p>Competition and School Sport teaches key social skills, which become employable skills later on in their lives.</p> <p>Children representing the school in the York School Sport Partnership competitions.</p>	<p>Continue to monitor physical activity, competition and school sport across school</p> <p>Monitor the attendance and attainment in PE and across the sports clubs.</p> <p>To ensure children are prepared to participate in any sporting event. Have experience and practice across a wide range of sporting activities.</p>

<p>and feelings through creative physical activity.</p> <p>Ensure all children are aware of the importance of a healthy lifestyle, including both diet and regular exercise.</p> <p>Pupils, staff and parents are aware of sporting activities and achievements across the school.</p> <p>PE leaders to attend PE conference.</p>	<p>The school will aim to achieve awards for this school year to build upon previous work.</p> <p>Use of Pupil Voice and School Council to ensure children's voice is heard.</p>		<p>Children take part in regular active blast breaks throughout the day - opportunity to move more during class time.</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				10%
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>All staff have access to KS1 and 2 primary PE books and resources to assist planning of lessons.</p> <p>Build a bank of planning and resources for both Key Stages.</p> <p>PE team to attend CPD conferences and be active in development of teaching PE to high quality.</p> <p>Continue working with pupils to become sports leaders</p>	<p>Class teachers have access to PE planning resource cards. A bank of a range of different resources. Access and guidance are available to all KS1 and 2 staff.</p> <p>We have a bank of books and resource cards for all staff to use to aid them in delivering sports activities during play or free times.</p> <p>CPD opportunities to be a priority, subject knowledge and delivery to be thorough and precise.</p> <p>Continue from previous work in training pupils to become sports leaders for our primary children. Plan to have 1 session a week run by these individuals.</p>	<p>10%</p>	<p>Pupils receive knowledge on a wide range of activities throughout their day. Staff feel confident and competent to lead these sessions when needed.</p> <p>Pupils will receive physical activity of high quality and understand how their body is working during exercise.</p> <p>We intend to improve levels of enjoyment and aim towards lifelong participation in physical activity from our pupils.</p> <p>Pupils will gain vital leadership skills which are transferrable across other subject as well as into later life careers.</p>	<p>PE to attend a conference to keep high quality teaching standards up to date.</p> <p>All staff to get a copy of resources and have a bank of knowledge to deliver / supervise active play times.</p> <p>Ensure that PE is delivered to a high standard at all times. Enhancement of skills and knowledge at the forefront.</p> <p>Continue working with young pupils via leadership opportunities within sport.</p>
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Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils Percentage of total allocation:

Intent	Implementation		Impact	40%
<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>Replenish PE equipment for lessons and extra circular clubs.</p> <p>Invested in indoor summer sports and athletics equipment for all year round.</p> <p>Enhancement of wider array of sports. Boccia, Kurling and Archery equipment replenished.</p> <p>Short tennis equipment improved, access to sponge balls and size appropriate / specialist equipment.</p> <p>Swimming offer increased to all of primary pupils. Each group get a block of 6 weeks. They get the opportunity each year to progress.</p> <p>Pupils have the opportunity to partake in sensory circuits in the morning to regulate and begin their daily exercise.</p>	<p>Liaise with class teachers to work on bespoke aspects of PE which each pupil may need.</p> <p>Put together a timetable for the pupils who will be attending the sensory circuits. This will be a rotation.</p> <p>Maintain and look after all equipment. Staff with play time equipment will be responsible for the upkeep.</p> <p>Run workshops with staff and provide resources for activities to take place safely out of directed PE time.</p>	<p>£6000</p>	<p>Pupils receive full entitled offer within PE. They get to participate in a wide range of sport.</p> <p>The aim is to encourage lifelong participation in sport and promote a healthy active lifestyle for all primary pupils.</p> <p>Physical activity aims to become a place pupils feel like they can come to when they need to regulate their emotions.</p> <p>Provides a safer and inspiring environment for the pupils in PE and at extra-curricular clubs</p>	<p>PE staff to liaise with class teachers to organise / maintain time slot for primary extra-curricular.</p> <p>To continue engagement of swimming at New earswick pool.</p> <p>Maintain connection with swimming instructor and qualified life guard for our lessons.</p> <p>To actively as a team look after and maintain the equipment, we have for play times and during lessons.</p>
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Key indicator 5: Increased participation in competitive sport			Percentage of total allocation: 20%
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?
<p>Inter-school competitions in various sports will be attended to provide children with experience of competitive sport.</p> <p>To increase participation in competitive sport</p> <p>To increase self-belief and confidence at competitive sports competitions</p>	<p>Liaise with SLT and primary lead to organise best day for events to take place.</p> <p>Identify best group mixes dependent on needs of pupils within settings. Engage with York SSP programme of competitions</p> <p>Liaise with SSP to access competitions during 2022/23.</p> <p>Pupils engage in sports day with every other member in primary. Pupils also get the chance to interact with other staff members and have a whole day dedicated to PE.</p> <p>Plans will be put in place for Sports day in the Summer Term of 2022/23.</p> <p>Fund adult support and transportation</p>	<p>£2000</p> <p>From York SSP</p> <p>Transport to competitions</p> <p>Money for sports day activities/refreshments</p>	<p>The school has engaged in a range of different sports in local sporting competitions within the SSP programme. The majority of our primary students at our school have taken part in local sporting competition and events.</p> <p>Pupils are confident and have a sense of pride in their school.</p> <p>Pupils also have the chance to partake in their class teams during sports day.</p>
			<p>Sustainability and suggested next steps:</p> <p>Continue to work closely with the transport staff to arrange transport to these fixtures.</p> <p>Keep active in engaging with the York school's sports partnership and the tournaments that they organise throughout the year.</p> <p>Choose different children for each fixture so each pupil gets the opportunity to represent the school at these tournaments.</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Charlie Hepworth & Tommy Kindred
Date:	05/03/24
Governor:	
Date:	