

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

Please complete the table below.

Total amount carried over from 2022/23	£0
Total amount allocated for 2022/23	£0
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2023/24	£16,380 (proposed plan £16451)
Total amount of funding for 2023/24. Ideally should be spent and reported on by 31st July 2024.	£16,380 (proposed plan £16451)

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 2023.</p> <p>Please see note above</p>	% Suppressed due to size of cohort
<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>	% Suppressed due to size of cohort
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	% Suppressed due to size of cohort
<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

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: 2023/24		Total fund allocated:	Date Updated: September 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:
				33%
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:
Children are to be active during playtimes and lunchtimes by setting up more formal areas for breaktime activities which promote physical activity. SL to establish playground leaders to support key areas and to encourage all pupils to participate.	SL to write a plan to share with support staff and sports leaders Lead ATA to ensure that areas are set up on the playground/field and that playground leaders are carrying out their roles.	£791		
Children should have access to a wide range of equipment to promote interest in physical activity.	SL to work with lead ATA to purchase new playground equipment.	£1165		

<p>All children in KS2 to have a Moki band so that their fitness can be monitored. To reach 100% of KS2 pupils attaining minimum of Moki Grade B over 90 day period (equates to minimum government recommended daily exercise 30 mins at school and 30 mins at home).</p> <p>To ensure school moves up the Moki leader board and improves on its current ranking of 25th in the country.</p>	<p>Access to zoned areas at breaktimes which encourage fitness.</p> <p>Access to the counting skipping ropes each playtime.</p> <p>Access to the daily mile.</p> <p>Moki band certificate awarded each Friday for achieving key goals.</p> <p>SL time to do data analysis</p>	£1175.80		
<p>Many pupils do not get swimming lessons outside of school and therefore in danger of not being able to meet the expected standard by end of KS2 therefore need additional lessons to what are normally provided as part of the NC allocation. For all year groups to swim for 10 weeks each academic year, with those who need extra support receiving 20 swimming lessons per year. A number of pupils have a real fear of water therefore this to be diminished.</p>	<p>EYFS - Y2 pupils have access to swimming lessons to alleviate fear of water rather than starting lessons in KS2.</p> <p>KS2 pupils who are at risk of not achieving the expected standard by end of KS2 will have an additional term of swimming lessons to help them meet the standard. The SL is able to teach swimming therefore ensures small groups for maximum impact.</p>	£2324		
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:

To ensure whole school PE has a regular well-being element that supports the school's vision of inclusivity and supports the school's behaviour policy where pupils are encouraged to take time out to reregulate; for a number of our pupils, doing something physical supports this. For the SL to teach pupils techniques as part of PE (which complements those taught in PSHE). Following on from the course 'Think sensory not behaviour', ATA to ensure all children have access to equipment/space/time to access OT advice to reregulate.	Striver is used in PE lessons to teach wellbeing strategies (in addition to those thought through PSHE) ATA has regular check-ins with children who are known to need additional support with SEMH. ATA to provide time out for mindfulness/physical activities 1:1 to support reregulation and re-entry into the lesson. ATA to create 'kit box'	£1200		
PE teaching supports the teaching of 'Building Learning Power' which is at the heart of the school's curriculum and supports 'moving to learn' through promoting collaboration, making links etc.	SL uses specific teaching point within PE to promote 'moving to learn' through which BLP is taught. ATA to run a 'lego therapy' lunchtime club	£302.25		
To ensure that the implementation and review of the Sport Premium strategy is shared and monitored by governors.	Sport Premium monitored and reviewed as part of governor meeting agendas.	None		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:

SL to renew subscription to Striver as this provides clear knowledge and skills. The software is also used to track progress throughout units which supports the SL's confidence in evidencing whole school progression.	LTP using Striver is implemented. Start/end unit assessments are undertaken. SL uses this data (along with other data collected on Insight) in his PE report to governors.	£403		
SL's knowledge of sport ensures high quality knowledge and skills are taught to pupils so they make good progress in PE. SL is an active role model in promoting a healthy lifestyle and participation in sport e.g. cycling. SL is modelling high quality teaching for ATAs so that they can use the skills throughout the school week at playtimes/1:1 interventions. ATA accesses high quality teaching in PE for supporting the EYFS curriculum throughout the week.	Through pupil voice, children can articulate their learning in PE and clearly describe the skills and knowledge they have learned across the whole of the PE curriculum. ATAs are confident in supporting well-being and developing pupils' general fitness levels. ATA in EYFS is confident in setting up activities through provocations/tailoring pupils' interest to support their physical development, in particular gross motor skills.	£853		
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 34%
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:

All pupils get to experience 'Fit2Learn' 6 x per year (per class) in order to experience a broader range of sports and activities e.g. Boccia, archery, tri-golf, Box2benefit, table tennis and cycling for example.	Children have experienced a wide range of other sports to develop skills in new areas through 'Fit2Learn' enrichment days.	£1236		
All pupils get to experience Forest School) in order to encourage well being and enjoyment in the outdoors as well as learning a wide range of new skills.	All children will experience forest school 6 x per year. Children will have opportunity to attend forest school after school sessions.	£1069.50		
Children get to experience inter-school sporting competitions both in more traditional sports and in more all-inclusive ones both in person and virtually. (See K15).	Enter pupils into all-inclusive virtual sporting events for more unusual sports e.g. Boccia, archery, tri-golf.	See K15		
Children will be offered more all-inclusive sports as an after school activity by Fit2Learn. At least 50% of pupils access this after school club.	Fit2Learn to offer 1 afterschool club per week which includes a wide range of traditional/all-inclusive sports.	£1599		

Children in EYFS receive 1 hour per week of Forest School activity.	ATA plans Forest School session on a weekly basis for EYFS pupils.	£604.50		
Children have a wide array of loose parts to choose from to be more active during Forest School activities.	New equipment bought for Forest School so that pupils can be more active e.g. making balancing courses, slack lines, loose parts etc.	£1000		
Pupils to have the choice to take part in Forest School activities (which are safe/don't require tools) at playtimes.	Forest school ATA to write a plan of activities that could be set out at playtime/lunchtime and share this with playground leaders.	£31		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				16%
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:

Give pupils opportunities to take part in face to face inter-school sporting competitions organised by Richmondshire School Games.	Register pupils for the appropriate competitions. SL to work alongside ATA to prepare pupils for competitions.	£1976		
Give pupils opportunities to take part in virtual sporting competitions.	SL to ensure that pupils practise and take part in virtual sporting competition.	£618		
Run a competitive annual School Games Day in summer term for ALL pupils in school.		£103		

Signed off by	
Head Teacher:	B Stanley
Date:	25.09.23
Subject Leader:	J Hodgson
Date:	25.09.23
Governor:	J Gibson
Date:	25.09.23