

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
Total amount of funding for 2023/24. Ideally should be spent and reported on by 31st July 2024.	£16,380

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>	71%
<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>	57%
<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

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: July 2024	
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?:
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 have access to a range of activities at break times including: sports, bikes/trikes and forest school/loose parts activities. Football is only available at certain times. Lunchtime incidents regarding negative behaviour have lessened however there are a range of accidents e.g. falls, trips and bangs but all from a range of equipment.
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.		£1285	See above Trikes/bikes have also been bought which have been extremely popular with the children.
					See above

<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. Access to the counting skipping ropes each playtime. Access to the daily mile. Moki band certificate awarded each Friday for achieving key goals. SL time to do data analysis</p>	<p>£1175.80</p>	<p>Most children enjoy scanning their moki bands on a Friday afternoon at the end of our PE lesson to see how many steps they have managed to do in the lesson, however, as stated last year, due to their infrequent use (children don't always remember to wear them so the data isn't very reliable) it isn't possible to assess their level of exercise against the criteria for all KS2 children to maintain Grade B over a 90 day period. On 1st July only 2 pupils in KS2 recorded this level of activity over the last 90 days (both year 6s girls) and one of those hadn't been able to scan it for the last 7 days as the battery had failed.</p>	<p>Ensure children are wearing them on a daily basis in order to get more reliable data.</p>
<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. 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>	<p>£2474</p>	<p>Swimming for Acorn class will start after Easter.</p> <p>All Acorn class completed 10x swimming lessons in Summer term. SL taught reception and yr 1 pupils who were not water confident. By the end of the sessions they had all made significant progress. Several children were able to swim over 5 metres on their front/back with floatation aids.</p> <p>Upper KS2 pupils who were unable to swim at the required standard also joined the KS1 swimming lessons. They have continued to grow in water confidence.</p>	<p>Additional lessons to be offered next year to those in Y5/6 at risk of not attaining the expected standard.</p>
				<p>Percentage of total allocation:</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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'	£1275.5	All pupils taught well being units of work throughout the year as part of their PE lessons using the Striver resources. Access to equipment from 'Think sensory' is now available for those children who need additional time for regulation. Only isolated incidents of children being dysregulated during lesson time.	Continue to ensure that children have access to brain break activities to support with regulation as required.
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	£502.25	Children develop their BLP through PE lessons such as collaboration when playing games, imitation when learning new skills and copying techniques, perseverance when trying to improve their Striver challenge scores at the end of a unit of work. BLP well developed across the curriculum. Lego therapy club has been well attended at a lunchtime club. At least 52% of children have attended this.	To purchase more Lego.

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	This has been monitored as part of the governors' meetings.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation: 8%
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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?:	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	Striver subscription ended June 2024 and has not been renewed. Evidence from Striver completed up until June 24 demonstrates that the vast majority of children have made progress from the start/end of unit assessments. Some children improved by 100%	SL to use complete PE resources from July 2024.
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	£853	Children gave positive feedback to SL during pupil voice monitoring activity in April 2024. ATAs have actively encouraged children's fitness levels at break times by overseeing various sporting games e.g. the football sessions for the younger children and supporting the Y4 sports champions in setting up activities. There is evidence of ATA in EYFS regularly developing children's physical development (evidenced on Seesaw)	ATA to take on capturing pupil voice going forward and to continue to support children's general fitness levels.

	motor skills.			
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	This has taken place however sometime SL joins in forest school activities due to number of children but still gives children a broader range of skills. Table tennis has been a particular favourite!	To continue with this next year.
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.	£465	This has taken place every half term. In additional to this, children get to use loose parts at playtime. Usually every week there is a group of children building dens as part of their breaktime activity.	To continue to offer this.

Children get to experience yoga	Offer for an additional after school club on yoga with yoga teacher.	£108	This was very popular with children. There was no drop out rate. 20 children attended.	To continue to offer this.
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	KS2 children have taken part in play leader training, indoor athletics, cross country running, benchball and boccia/archery. Children from ALB and Leeming and Londonderry had an inter schools sports day.	Now we are part of the federation, to share more transport/staffing to enable us to get to more events. To ensure that KS1 get opportunities to take part.
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	This club is always fully subscribed.	To offer 2 clubs per week next year. 1 for EYFS/KS1 and one for KS2.
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	In place and is now linked to a book each half term so that the activities are more purposeful.	To continue to offer this.
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.	£875	A high proportion of children choose to play with this equipment each breaktime from EYFS – Y6.	To continue to invest so that there is more equipment available.

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	Children regularly take part in 'safe' forest school activities.	
Children will have the opportunity to do a range of adventurous sports at an outdoor ed centre/camp out.	To contribute towards the cost of transport so that all children are able to take part in Y4 and Y5.	£600	All children in these year groups were able to attend these activities which promote being active.	

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.	£1276	KS2 children have taken part in play leader training, indoor athletics, cross country running, benchball and boccia/archery. After the play leader training some of the year 4 pupils actively engaged in leading play time activities in school for younger	Now we are part of the federation, to share more transport/staffing to enable us to get to more events. To ensure that KS1 get opportunities to take part.

			pupils to join in and become more active.	
Give pupils opportunities to take part in virtual sporting competitions.	SL to ensure that pupils practise and take part in virtual sporting competition.	£618	KS2 pupils entered Cooper run challenge, plank shoulder taps in the Autumn term.	To continue next year.
Run a competitive annual School Games Day in summer term for ALL pupils in school.		£206	This is planned as a joint activity for ALB and L and L Schools at the end of the summer term.	To continue next year.

Signed off by	
Head Teacher:	B Stanley
Date:	July 24
Subject Leader:	J Hodgson
Date:	July 24
Governor:	L Athey
Date:	July 24