

# 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 31<sup>st</sup> 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 2021/22	£
Total amount allocated for 2021/22	£
How much (if any) do you intend to carry over from this total fund into 2022/23?	£
Total amount allocated for 2022/23	£18,260
Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023.	£18,260

## 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><b>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</b></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><b>N.B.</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>	56%
<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>	56%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	35%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> 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:		
<b>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</b>			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:
Ensure children have access to age-appropriate active travel training to encourage children to walk or cycle to school safely.	<p>Year 3 pupils take part in Pedestrian training to learn how to cross the road safely.</p> <p>Y5 &amp; 6 pupils take part in Bikeability Level 1 &amp; 2 training to learn how to ride their bikes safely on the road</p> <p>Develop and Active Travel plan. Work with RESSP to develop plan Assembly on Active Travel.</p> <p>Active travel promotion to parents and families in school newsletters and via Marvellous Me and Evidence Me.</p> <p>Walking bus during 'Walk to School</p>	<p>Pedestrian Training Cost: £270.00</p> <p>Bikeability Training Cost: Part of RESSP Buy in. (Part of £4,500).</p> <p>Part of RESSP Buy in. (Part of £4,500).</p>	<p>Children are confident and competent when crossing the road so they can be safe when travelling to/from school or when out in the community.</p> <p>32 children took part in Bikeability. (3 L1 and 29 L2) Children are more confident and competent to ride on roads and cross the roads safely.</p> <p>Active Travel plans created and being used. The percentage of children walking to school increased. About 30% of the children who did not travel actively to school completed a run around the playground before school.</p>	<p>Each year the next cohort will be trained.</p> <p>School staff supporting the instructors from the RESSP fully understand the outcomes and consolidate this learning back in school.</p> <p>Parents understand the school is an 'active school' and the benefits of walking their child to school and spending quality time on a morning.</p>

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	Week?			
Promote physical activity at home	<p>Sports Crew to set physical activity challenges for children and their families.</p> <p>Ideas/challenges shared with children and families through Marvellous Me and Evidence Me..</p> <p>Sports Crew to use of Kaboca to develop challenges for the children and parents to take part in.</p>	Leadership Training Cost: Part of RESSP Buy in. (Part of £4,500).	<p>Sports Crew completed training and utilised their skills in supporting KS1/Reception children at lunchtimes.</p> <p>Children were engaged with personal challenges during playtimes.</p> <p>Setting challenges for others enabled the Sports Crew to develop their skills and become role models for the younger children.</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>
<p>To provide opportunities for daily physical activity.</p> <p>All classes will aim to engage in an additional 30 mins of extra physical activity each day.</p>	<p>Daily activity to be established for 3 days per week when PE lessons are not being taught.</p> <p>RESSP to deliver Active 60 minutes staff meeting to introduce/refresh all staff on value of being active during the school day.</p> <p>Sports Leaders to set challenges to promote personal competition during playtimes/lunchtimes and through the use of Kaboca.</p>	Leadership Training Cost: Part of RESSP Buy in. (Part of £4,500).	<p>GoNoodle, Just Dance, etc have been used to ensure children are more active. This is particularly successful with the younger children.</p> <p>Following the staff meeting, staff have the knowledge and understanding why children should be active and that it links to their educational achievements, health, physical development and mental wellbeing.</p> <p>Staff have implemented physical activity into their planning.</p> <p>Setting challenges for others enabled the Sports Leaders to develop their skills and become role models for the younger children.</p>	<p>Each year make sure that new staff are trained.</p> <p>Ensure all staff are aware of where the resources are stored.</p> <p>Start to develop some of our own resources and ideas for the school, supported by RESSP.</p>

To provide opportunities for daily physical activity.	Sports Coach to run a variety of lunchtime clubs,	Sports Coach £4040	KS2 children have been involved in a variety of lunchtime clubs, focusing on the enjoyment for all. They have also been able to direct the activities that were on offer.	
To offer all KS2 children the opportunity to participate in a variety of clubs.				
To offer all pupils in KS2 the opportunity to learn to swim.	To offer all pupils in KS2 the opportunity to learn to swim. Above and beyond the curriculum swimming timetable.	£2,400 for extra swimming session	% Y6 have achieved the end of KS2 standards expected. Y3/4/5 children are more confident and competent in the water and this will give them a much improved starting point for next year.	Every child should be able to swim 25m by the end of Year 6. As a seaside town, it is imperative that children can not only swim but have knowledge and understanding of water safety.

**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement**

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?:
Develop life skills in pupils.	<p>Now that My Personal Best has been included in the curriculum plans, Subject leader to support staff in ensuring they are able to implement My Personal Best.</p> <p>Each half term promote Spirit of the Games value and do an end of year awards with RESSP.</p> <p>My Personal Best and Spirit of the Games values used in assembly to raise their value.</p> <p>Also certificates to be given out</p>	£0	<p>Life skills are being taught and not caught by accident. This is also being used in other curriculum areas.</p> <p>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>Majority of children have a good understanding of the Spirit of the Games values. They are able to identify when they or others</p>
			<p>Sustainability and suggested next steps:</p> <p>Ensure that the skills selected meet the needs of the pupils each year.</p> <p>Ensure new staff understand how to use My Personal Best within PE and the extended curriculum.</p> <p>Subject leader to keep school focused on use of My Personal Best.</p> <p>Sports Crew to increase communication from school to</p>

	during Gem Assemblies.		demonstrate the skills.	home about life skills through newsletters.
Develop leadership skills in children	<p>RESSP trained sports leaders.</p> <p>Subject leader to accompany the children to the training and then leads the sports leaders team within school. Sports Crew to be selected from the sports leaders who attend the training.</p> <p>RESSP to train Y4 Active Playground leaders who will then support R/KS1 on the yard at lunchtime.</p> <p>Mrs Calvert and subject leader to support leaders in planning activities for the children to implement at playtime/lunchtimes.</p> <p>The children deliver physical activity sessions at break and lunchtimes.</p> <p>The leaders will also support events organised by RESSP.</p> <p>Sports leaders to act as role models within school.</p>	<p>Leadership Training Cost: Part of RESSP Buy in. (Part of £4,500).</p> <p>Replace break &amp; lunchtime specific equipment cost: £500</p> <p>Sports Leaders hi vis vests £200</p>	<p>Pupils have increased self-esteem and confidence.</p> <p>Young leaders benefit from the experience of planning, organising and delivering a range of sports to a diverse group of children.</p> <p>They became more confident in their leadership qualities.</p> <p>Staff benefit from training by RESSP so they understand their role back at school with the sports leaders.</p> <p>A more active school has been achieved by having the 'mini workforce' at break and lunchtimes.</p>	<p>20 Sports leaders from Y5/Y6 need to be trained each year and have the older leaders mentor the younger ones.</p> <p>Download more activity cards for the sports leaders to give them ideas for new games.</p> <p>School staff supporting the instructors from the RESSP fully understand the outcomes and consolidate this learning back in school.</p>

Promote PE, school sport and physical activity across the school and at home.	<p>Children receive certificates, awards and appreciation in celebration assemblies for any achievement in sport/physical activity.</p> <p>Sports Crew to celebrate pupil's achievement in half termly newsletter.</p> <p>Achievements also celebrated through use of Evidence Me and Marvellous Me.</p>	£0	<p>Children feel valued when they have attended/achieved in sport and physical activity.</p> <p>Children's pride in their achievements has been improved. This has helped to develop their enthusiasm for sport and physical activity.</p> <p>Marvellous me no longer used. Evidence Me used to raise PD profile with EYFS parents.</p>	Sports Crew and Subject Lead to keep profile of PESSPA raised.
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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:
Increase the knowledge, understanding, confidence and competence of all staff so all children can access high quality PE lessons.	<p>Subject leader to ask all staff to complete a review of their curriculum map for PE so that support can be organise.</p> <p>Subject leader to organise necessary support, either from subject lead regarding planning, team teaching or observations/coaching or from Team Teaching with RESSP. (Team Teaching from RESSP = 3 sessions of 1-1 support.)</p> <p>Subject leader to support staff in</p>	<p>CPD through RESSP</p> <p>£200</p> <p>Team Teach Cost: Part of RESSP Buy in. (Part of £4,500)</p>	<p>Review gave Subject leader the chance to target support where necessary which has led to staff becoming more confident and competent at delivering PESSPA.</p> <p>Children have access to high quality teaching within their lessons and have improved skills and greater knowledge and understanding.</p> <p>Support given for Y5/6 with Sports Hall Athletics.</p> <p>Knowledge Organisers are evident</p>	<p>Implementing annual PE observations and use of coaching equipment.</p> <p>Subject leader to track assessment for learning in PE.</p> <p>Subject leader to ensure that the curriculum plan is monitored so that it meets the needs of the children each year.</p> <p>Subject leader to ensure that new staff are aware of all the support available for planning</p>



	<p>using Knowledge Organisers with the children across the school to support learning.</p> <p>Subject leader to ensure that all staff are trained in the use of Complete PE and are utilising the planning and resources effectively.</p>	Cost of yearly renewal: £105	<p>in both halls and are used by staff and children to identify the vocabulary and knowledge that is being to be taught.</p> <p>All staff able to access Complete PE and are utilising it to support their teaching of high quality PE.</p>	e.g. Complete PE.
Increase the knowledge, understanding, confidence and competence of staff to assess in PE.	<p>Subject leader to monitor the use of and support staff in using the PE assessment grids introduced last year.</p> <p>Subject leader to support staff in using Complete PE videos to help them understand what expected standards are.</p>	£0	<p>Support has been given when necessary to assist with assessment. Subject leader has monitored assessments.</p> <p>Videos are being used to support staff and children in understanding the expected standards.</p>	Subject leader to track use of assessment grids in PE and to identify where the gaps are and use this to update the curriculum maps for future years.
Increase the knowledge, understanding, confidence and competence of the Early Career Teachers (ECTs).	<p>The ECT's attended the to-day ECT PE specific training run by RESSP.</p> <p>Team Teaching: ECT worked for 3 sessions with a member of the RESSP team on a 1:1 basis.</p>	<p>Course Cost: Part of RESSP buy in (Part of £4,500).</p> <p>Team Teach Cost: Part of RESSP Buy in. (Part of £4,500).</p>	<p>ECT's feel confident and competent.</p> <p>Lessons observed were of high quality and majority of children have made good progress in PD.</p>	New teachers will be more confident and competent to lead PE lessons, further their understanding and continue to develop through other CPD opportunities.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
Your school focus should be clear what you want the pupils to know and be able to do and about	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	Sustainability and suggested next steps:

what they need to learn and to consolidate through practice:			changed?:	
<p>To ensure that all children and young people enjoy some form of sport or physical activity.</p> <p>To increase fitness, activity and stamina of pupils.</p>	<p>Take part in RESSP festivals and development days.</p> <p>Opportunities for children to have taster sessions that they so they can try out new sports.</p> <p>Introduce use of speakers at break and lunchtimes so the children can have music to dance/skip to.</p>	<p>Festival &amp; Development Days Cost: Part of RESSP buy in (Part of £4,500).</p> <p>Transport: £1250</p> <p>Skip2bfit: £395</p> <p>Box2bfit for KS1&amp;2: £395x2 = £790</p> <p>Cost of music : £100</p>	<p>All children had the opportunity to participate in a wide range of events and festivals. This gave all children the chance to develop their competition skills.</p> <p>Children very involved in sessions and many were wanting to practice their skipping skills at playtime.</p>	<p>Continue to enter sports events and festivals.</p> <p>Ensure appropriate children are taken to each event.</p>
<p>Encourage all children to be physically active outside of the school day and therefore develop a healthy active lifestyle for life.</p>	<p>Opportunities for Out of School Hours clubs.</p> <p>Subject lead to source and employ coaches.</p>	<p>Wheelchair Basketball: £880</p> <p>What a Racquet: £1,162.50</p>	<p>65 KS2 children attended wheelchair basketball</p> <p>45 KS1 children attended multi-skills</p> <p>12 KS2 children attended gymnastics</p>	<p>Children celebrate diversity and are more aware of disabilities.</p> <p>Young People become more confident and competent in a range of sports.</p>
<p>Ensure that children understand where they can participate further in a sport or activity outside of school</p>	<p>Link to local sports clubs – Grangetown Netball Club, Redcar Rugby Club. Judo Club</p> <p>The clubs offer taster sessions.</p>	<p>Coaching cost: £300</p>		<p>Young people become more confident and competent in a range of sports. Increased links to community clubs for young people to continue their journey.</p> <p>Sport Crew to track the clubs that children attend through a</p>

				questionnaire.
Develop the EYFS children's core strength and their ability to ride a bike.	Balance bike training for all children in Reception, delivered by RESSP.  Purchase shed for balance bikes.	Balance Bike Training Cost: £3 per child x 30 children = £90  £1997.25	Reception children can all now glide and turn on a balance bike. Core strength has been much improved and trainer commented on improved listening and focus too.  Sheds have made storage and access to the balance bikes easier and therefore they are being used regularly with EYFS children.	Reception children are ready to learn to ride a bike with pedals.  School staff are able to train future EYFS children.

<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation: %
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>		
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:
Ensure that every pupil, by the time they reach Y6, has represented their school in a sporting activity	Enter into RESSP competitions and festivals.  Enter SEND specific festivals and competitions.  Utilise the virtual competitions for the children left in school.  Ensure children are entered into appropriate levels of competition to	Competition Cost: Part of RESSP buy in (Part of £4,500).  Purchase	Pupils' skills developed through the experience and some developed an interest in a new activity.  Pupils have a sense of belonging to their school as they represented the school. Development teams have been used effectively to ensure children have had fun!	Ensure that all children are appropriately prepared for the competition they are attending to further increase their physical literacy levels particularly their confidence and motivation levels.  Reinforce the Spirit of the Games values that RESSP are aiming to develop in our

	<p>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>	stickers and eggs and spoons £133.06	<p>Pupils enjoyed competing in Sports Day.</p> <p>Pupils have improved their confidence, competence, motivation, knowledge and understanding in various sports and activities.</p> <p>Staff have benefitted from the professional development opportunities through attending events and learning from the deliverers.</p>	children: Honesty, Passion, Determination, Self-Belief, Respect and Teamwork.
Increase the number of children engaged in personal challenges	<p>With the support from RESSP, our sports leaders and the online platform Koboca increase personal challenges across the whole school: In PE, at break and lunchtimes and set for homework through use of Evidence Me and Marvellous Me. The challenges aim to encourage children to increase their skill level, fitness levels and their activity levels.</p>	<p>Support from RESSP Cost: Part of RESSP buy in (Part of £4,500).</p> <p>Koboca Cost: Part of RESSP buy in (Part of £4,500).</p>	<p>Competence and confidence has improved during PE lessons.</p> <p>Children are more active at playtimes.</p>	<p>Sports Crew to develop a plan so that the challenges are timetabled for the year - including home challenges.</p> <p>Put more challenges on Koboca.</p> <p>Include more challenges in PE linked to curriculum plan.</p>

Signed off by	
Head Teacher:	Tim Bethell
Date:	19.7.23
Subject Leader:	Kate Sharrocks
Date:	19.7.23



Governor:	Vince Peel
Date:	19.7.23