

# 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	£16,780
How much (if any) do you intend to carry over from this total fund into 2023/24?	£1,783.63
Total amount allocated for 2022/23	£16,780
Total amount of funding for 2022/23 to be reported on by 31st July 2023	£14,996.37

## Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p><b>N.B.</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><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>	95%
<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>	95%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	50%
<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>	No

Created by:



Supported by:



## 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: 31.27%	
Intent	Implementation	Funding allocated:	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:		Evidence of impact: What do pupils now know and what can they now do? What has changed?	
<p>Provide CPD to staff to enhance the quality of PE delivery, particularly a notable impact on children exceeding/ PE mastery.</p> <p>To ensure that consideration is made for children working below the expected standard in PE and support is put in place within PE sessions to help them work towards their targets. Such as targeted interventions and clear differentiation.</p>	<p>Renew YST premium membership</p> <p>Carry out monitoring of PE lessons</p> <p>Carry out staff voice survey on PE confidence levels .</p> <p>Signpost appropriate PE CPD based on monitoring (use of Complete PE tutorials)</p> <p>Continue with Sport's coach mentor role to support staff teaching PE</p> <p>Highlight children working below to teaching staff (termly)- monitor their PE provision. What can be done to help make progress?</p> <p>Invest in Complete PE resource to support teaching &amp; learning (particularly in EYFS)</p>	£5,247.50	<p>Summer term data</p> <p>92% at expected level + (86% July 2022)</p> <p>22% working above (16% July 2022)</p> <p>PE monitoring demonstrates high-quality PE teaching from class teachers. This also having an impact on staff when teaching without sport coach support and improvements in children's PE attainment (termly data reviews).</p> <p>95% of Y6 children can swim competently and confidently over a distance of at least 25 metres.</p>	<p>Continue to utilise Complete PE tutorial resources to support CPD within staff.</p> <p>Look for additional CPD support for staff within the areas of gymnastics and dance.</p>

Created by:



Supported by:



	Implement Top up swimming for Y6 children that have not achieved National Curriculum standard.			
<b>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</b>				Percentage of total allocation: 14.27%
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>To continue to utilise current sports coach provision</p> <p>To set up more formal playground/ lunchtime activity challenges (across the wider federation) to engage children and promote further physical activity.</p> <p>Establish young leaders to work regularly with younger pupils and deliver high quality physical activity sessions.</p> <p>To continue with sports coaches and staff leading games during lunchtimes to support engagement in regular physical activity for children.</p>	<p>Full programme of after-school sport was put in place each term by the PE lead. Activities were led by teaching staff as well as sports coaches.</p> <p>A sports coach continued to lead physical activities during lunchtimes and aimed to increase participation through in-school competitions.</p> <p>Children in upper KS2 took part in playground leader training in the autumn term provided by the SGO. These children then led weekly activities for younger children on the playground.</p>	£2420	<p>All pupils had opportunities to attend extra-curricular sports clubs across the academic year. They were able to engage with multi-skills, dodgeball, basketball, football, tag rugby, cricket, dance, netball.</p> <p>These clubs were well attended throughout the academic year.</p> <p>100% of KS2 children engaged within sport’s coaches lunchtime challenges.</p> <p>Daily playground games that were organised by upper KS2 children were well attended by EYFS &amp; KS1 children.</p> <p>KS1 extra-curricular sporting opportunities continued to include additional football and dodgeball; in addition to lunchtime play leader</p>	To look into a more formalized set up a lunchtimes to increase active play and physical activity e.g. OPAL.

			activities.  Girls' football continued to be well attended and engaged with throughout the year, with Y6 girls achieving national status.	
--	--	--	---	--

**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:  
1.87%

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:
To ensure PE resources are reviewed, maintained and used effectively across the school to support good teaching & learning.	Money budgeted for general PE resources.	£313.87	PE and sporting opportunities continue to be well resourced to support high quality practice across school.	Buy fit 4 life bars to help enhance fitness sessions.
To ensure whole school PE has a regular health & fitness element that supports the school vision in terms of facing challenges and being the best version of ourselves.	Continuation of health & fitness lessons as part of PE and PSHE. Investment in new 'Fit for Life' resource as part of PE lessons.		Weekly fitness lessons ensure that PE provides a pathway for children to work towards and achieve the school vision.	
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.		Governors are aware of key expenditure and areas of development within PE & sport.	
Assess and track children's mental health and wellbeing across school to help support them in this through sport and	Use of the Leuven scale to assess and support children's mental health and wellbeing.		Whole school Leuven scale (i.e. teacher assessing children on a 1-5 scale on their involvement and well-being and tracking and supporting	

<p>well-being activities.</p> <p>As investment in new fitness resource 'Fit for Life' is a recent development (June 2022)- support and monitor the implementation of this throughout the upcoming autumn term. Consider buying in additional CPD (if required).</p> <p>Meet early in autumn term with x 5 pupils that scored below 3 in involvement and/or wellbeing in the Leuven scale. Consider what can we do in terms of PE and sport to support these pupils.</p>			<p>them) assessment data shows the following:</p> <p>Pupil's achieving a grade 3+ and above for involvement and wellbeing continues to be high:</p> <p>Most recent assessments (summer 2022) show:</p> <p>Involvement = 99%</p> <p>Wellbeing = 99%</p>	
<p><b>Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils</b></p>				<p>Percentage of total allocation: 29.79%</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impact</b></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>To provide a broader range of sporting activities for children to engage with beyond those provided within the National Curriculum for PE.</p> <p>To engage in an intra-school, inter-school &amp; House competitions in a wide range of sports &amp; activities.</p>	<p>To continue to combine Crakehall's school sport week with Brompton, Leeming &amp; Londonderry and Pickhill schools.</p> <p>Introduce a range of sporting opportunities beyond the national curriculum for PE.</p> <p>Compete in an 'intraschool' Federation competition for sport's week and sport's day.</p> <p>Budget for additional resources to provide sporting opportunities beyond the National Curriculum.</p> <p>Allocate leadership and management time required for preparation.</p>	<p>£5,000</p>	<p>All children have had access to a range of new and different sporting opportunities to help engage them further with these activities. Some of these include:</p> <ul style="list-style-type: none"> <li>Quidditch</li> <li>Bench ball</li> <li>Ultimate Frisbee</li> <li>Quadkids challenges</li> <li>Playground challenges</li> <li>Bowling</li> <li>Parachute games</li> <li>French boules</li> <li>T-ball</li> </ul> <p>All children have had the opportunity to take part in an intra-school competition.</p>	<p>Purchase further resources to provide further enrichment beyond the curriculum to encourage physical activity.</p>
--	--	---------------	---	---

<p><b>Key indicator 5: Increased participation in competitive sport</b></p>				<p>Percentage of total allocation: 12%</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impact</b></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>As inter-school competitions begin to resume throughout the academic year- engage in the vast majority of these again and ensure all children have an opportunity to represent a team and attend a competition during their time at school.</p>	<p>Ensure a budget has been set to support the resourcing, organisation and supervision of the competitions on offer during this academic year. Engage in the Richmond School SLA for all sporting competitions and increase our participation.</p> <p>Try to get 100% engagement in inter-school competitions (including virtual).</p> <p>Regularly promote external sport's providers in the local area that work closely with the school (e.g. Bedale CC, Bedale FC, Wensleydale RUFC)</p> <p>Ensure staffing available to attend and support events</p>	<p>£2,015</p>	<p>100% of children, in KS2 have now taken part in competitive sport this academic year through competitions organised by the Bedale/ Richmond School SLA and also the inter-school sports day as part of our own school federation.</p> <p>The school has achieved gold award again in the most recent school games mark application – July 2023.</p> <p>All children are made aware of local sport providers that they are able to engage with through promotion by and support from the school. These are shared regularly on our social media page.</p>	<p>To ensure, connections with Bedale High School's School sport organiser are clear, so events can be staffed and arranged well in advance.</p>
--	---	---------------	---	--

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Mr S. Bell
Date:	19.7.23
Governor:	
Date:	