

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 allocated for 2022/23	£ 18,320
Total amount of funding for 2022/23 to be reported on by 31 st July 2023.	£ 18,320
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. 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. 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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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. Please see note above	74%
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	59%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	71%
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?	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:	
Key indicator 1: Increase 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 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:
Ongoing training and team teach opportunities provided by Easington Sports Partnership, particularly in areas of PE that teachers have identified they are less confident in.	<ul style="list-style-type: none"> - Upskilling opportunities for staff during lessons delivered by specialist coaches, who model good practice and share their expertise. - Lessons are observed by teachers and there are ample opportunities provided for team teaching and key questioning to enhance staff confidence levels. - Staff have attended gymnastics and dance CPD as well as Boxercise training. 		£9000	<ul style="list-style-type: none"> - Staff confidence has increased in their own subject knowledge, enhancing the delivery and quality of their own PE lessons. - Misconceptions within PE are now being addressed. 	Continuation of training and team teach opportunities to be provided for all staff. PE lead to continue to cater lesson support to the needs of staff. If funding is no longer available for SSP, teachers will have developed their subject knowledge and ability to deliver high quality PE lessons.
PE lead to attend all network meetings and courses relevant to developing the PE curriculum.	<ul style="list-style-type: none"> - All network meetings attended. - Focus education course 'Let's take a deep dive in PE' attended. 		£400	<ul style="list-style-type: none"> - Ensuring PE expectations are met across the school. - PE lead has a clear understanding of the intent, implementation and impact of our PE curriculum and this has been articulated to 	PE lead to continue to communicate key updates within the PE curriculum to staff across the whole school.

<p>Introduce a new PE scheme across all key stages ensuring breadth and depth across a progressive curriculum.</p>	<ul style="list-style-type: none"> - Implementation of new PE scheme, Get Set 4 PE, that ensures a clear, progressive curriculum and is accessible for all staff to deliver from. 	<p>£524</p>	<p>all staff.</p> <ul style="list-style-type: none"> - Children are receiving a clear, progressive scheme of learning which ensures breadth and depth across the curriculum ensuring progression of all children. - Staff feedback has been incredibly positive and all staff are delivering high quality lessons using this scheme. - This has ensured appropriate levels of challenge to happen within lessons including adaptive teaching to enhance inclusion of all students. - Overall staff confidence has increased. 	<p>Get Set 4 PE to continue to be used to deliver high quality lessons and enhance staff knowledge and confidence within all areas of PE. PE lead to continue to support staff with the implementation of Get Set 4 PE.</p>
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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

Percentage of total allocation:
%

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: What do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>
<p>Promotion of daily mile within school.</p>	<ul style="list-style-type: none"> - Ensuring there is a space within class timetables to complete the daily mile. - Active blasts promoted across school including signing up to school games events. 	<p>£0</p>	<ul style="list-style-type: none"> - Attitudes towards health and well-being has improved amongst children as well as their motivation to be more physically active by aiming to have completed a high number of miles. 	<p>PE lead to continue to develop fun and creative ideas for staff to deliver the additional physical activity inside and outside of the classroom. Continuously monitor physical activity levels across the school to achieve maximum impact.</p>

<p>Enhance playground offer across the whole school.</p> <p>Children to engage in activity days, dance with me days and sports festivals (SSP) including activity sessions from external providers to increase physical activity.</p> <p>School football teams to attend all league and cup fixtures including the EFL kids cup.</p> <p>SSP to provide young sports leader training.</p>	<ul style="list-style-type: none"> - A range of new equipment purchased and lunchtime supervisors allocated to a specific area of the playground to organize playground activities. - Children across all year groups have participated in a range of different activities. - New football equipment and kits purchased. - Children in years 5 and 6 attended young sports leaders training. 	<p>£2751</p> <p>£0 Some offers included in SSP agreement.</p> <p>£400</p> <p>Part of SSP agreement.</p>	<ul style="list-style-type: none"> - Children have participated in a range of active blasts including national fitness day, summer runs, colour runs school games live events and additional resources provided on Get Set 4 PE. - Actively levels on the playground amongst children has increased, including previously less active children. - Children have taken part in activities such as hoopstarz, skipping school, Brazilian soccer schools and colour and summer runs. - Motivation has increased within children playing football. Children have developed and acquired a range of new skills. - Children attended young leaders training and developed a wide range of skills including leadership, communication, co-operation and team work. This allowed them to lead mini activities during 	<p>Continue to revise playground offer, ensuring equipment is in good condition and meets the interests of our children.</p> <p>Bookings of activity days, dance with me sessions and festival to continued. PE lead to monitor participation and target specific groups of children.</p> <p>Football clubs and clubs to continue. PE lead to continue to increase participation of girls playing football.</p> <p>Children to utilise and share their leadership skills. Over the course of the year, children to be trained in the future to create a new team of play leaders, which can be rotated. Inactive children to be targeted to participate.</p>
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Offer and promote a wide range of afterschool clubs.	A wide range of afterschool clubs has been promoted and offered to all children across the school	£0	<p>lunchtimes with other children across both key stages, motivation children to engage in physical activity and encouraging participation.</p> <ul style="list-style-type: none"> - Club attendance has improved significantly this year and more children are keen to join afterschool clubs. 	A wide range of afterschool clubs to continue to be offered to all children from external providers and by teaching staff in school. Inactive children to be target and children's club interests to be considered to continue to increase participation.
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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:
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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:
Children's achievements to be celebrated through whole-school assemblies and through social media. Include wider community in PESSPA events taking place including whole school Sports Day and fun runs.	<ul style="list-style-type: none"> - Weekly assemblies in school. - Sporting achievements have been shared on Facebook, including whole school National Fitness Day celebration. - Parents invited to watch and take part in summer and colour runs. 	£0	<ul style="list-style-type: none"> - Profile of PESSPA has been raised. - Increased confidence and self-esteem within children whose achievements have been shared. - Children encouraged to participate in sport. - Increased parent 	Continue to share the success of children. Continue to engage parents in sporting and physical events. Continue to share sports opportunities for children outside of school to increase engagement.

<p>Achieve silver or gold school games award.</p> <p>Buses and taxis to be booked to transport children to events including festivals, competitions and football matches.</p>	<ul style="list-style-type: none"> - Available sports clubs in local area have been shared. - Apply for the School Games Mark 2023. - Transport booked to enable children to attend events. 	<p>£0</p> <p>£500</p>	<p>participation.</p> <ul style="list-style-type: none"> - Gold award achieved. - Increased participation in PESSPA across the whole school. - Children exposed to a wide variety of experiences. Increased participation in events, festivals and clubs. 	<p>Take the necessary steps to maintain and achieve this award next year.</p> <p>Continue to do so in the future.</p>
<p>Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils</p>				<p>Percentage of total allocation:</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</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>New equipment to be bought to enhance the teaching and learning of PE during lessons.</p>	<ul style="list-style-type: none"> - New PE equipment purchased to successfully deliver all lessons within the PE curriculum. 	<p>£3000</p>	<ul style="list-style-type: none"> - Children’s learning, enjoyment and experiences within PE have significantly improved. - High quality PE lessons are being delivered using the appropriate equipment. 	<p>Continue to monitor equipment, ensure it is in good condition. Order more equipment if need to enhance lessons.</p>

Storage to maintain PE equipment to be purchased.	<ul style="list-style-type: none"> - Two storage units bought to maintain PE equipment and enhance sustainability. 	£1680	<ul style="list-style-type: none"> - Monitored, organised units allows staff to easily access equipment for PE lessons and ensures it is stored safely. 	Continue to monitor the usage of PE equipment.
Develop opportunities for pupils to access community sport in order to develop social skills, leadership and communication outside of school.	<ul style="list-style-type: none"> - Local clubs' poster shared on Facebook and develop links with external agencies in the community. 	£0	<ul style="list-style-type: none"> - Children motivated and encouraged to engage in physical activity outside of school. 	Continue to provide information on clubs and sports opportunities in the local area.
Children to engage in activity days, dance with me days and sports festivals.	<ul style="list-style-type: none"> - Children across all year groups have participated in a range of different activities. 	Part of SSP agreement.	<ul style="list-style-type: none"> - Children have been exposed to a range of sports and activities that they may not have ever experienced such as golf and Brazilian football as well as developing a range of new skills. 	Continue to book in activity days.
Offer and promote a wide range of afterschool clubs.	<ul style="list-style-type: none"> - A wide range of afterschool clubs has been promoted and offered to all children across the school. - Staff to deliver club to children. - SSP to deliver clubs. - School to supply equipment for clubs to go ahead. 	£0 Part of SSP agreement.	<ul style="list-style-type: none"> - Club attendance has improved significantly this year and more children are keen to join afterschool clubs. 	A wide range of afterschool clubs to continue to be offered to all children from external providers and by teaching staff in school. Inactive children to be targeted and children's club interests to be considered through pupil voice to continue to increase participation.
Introduce a new PE scheme across all key stages ensuring breadth and depth across a progressive curriculum.	<ul style="list-style-type: none"> - Implementation of new PE scheme, Get Set 4 PE, that ensures a clear, progressive curriculum and is accessible for all staff to deliver from. 	Previously stated	<ul style="list-style-type: none"> - Children are receiving a clear, progressive scheme of learning which ensures breadth and depth across the curriculum ensuring 	Get Set 4 PE to continue to be used to deliver high quality lessons and offer our children a broad curriculum.

			progression of all children.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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>Continue to work with Easington Sports Partnership and engage children in a range of competitions and events.</p> <p>To provide opportunities for pupils with SEND, the least active and the least confident to attend competitions and events.</p> <p>Provide opportunities for all pupils to challenge themselves through inter</p>	<ul style="list-style-type: none"> - Children provided with equal opportunity and many children have attended different events. - Identify pupils who can benefit from particular events e.g. well-being events. - Whole school sports day and competitions with clubs. 	<p>Part of SSP agreement.</p> <p>£0</p>	<p>The number of events attended is higher than the previous academic year.</p>	<p>Continue to entered tiered competitions where children can compete against children of a similar ability.</p> <p>Continue to identify and target specific children to increase participation and confidence.</p> <p>Further widen opportunities for pupils to take part in competitive sporting events such as exploring</p>

<p>school sport where the pupils' motivation, competence and confidence are at the center of the competition.</p> <p>To participate in School Games competitions and other events.</p> <p>School football teams to enter in all leagues and cups.</p>	<ul style="list-style-type: none"> - Apply for School Games Mark 2023. - Children to be chosen to play for A, B and girls football team. 	<p>£0</p> <p>£65</p>	<ul style="list-style-type: none"> - Gold award achieved. - Children have competed within league and cup games. - Increased confidence and participation. - Children have developed skills they can apply not just in sport, but in life, including teamwork, co-operation, communication, and fair play. 	<p>further use of inter competitions.</p> <p>Take the necessary steps to maintain and achieve this award next year.</p> <p>Continue to enter football teams into future competitions.</p>
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Signed off by	
Head Teacher:	Lexi Wilkinson
Date:	12.07.2023
Subject Leader:	Tanzi Dodds
Date:	12.07.2023
Governor:	Stephen Turns
Date:	12.07.2023