

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 2021/22	£ 0
Total amount allocated for 2021/22	£16,117.00
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19,170.00
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£19,170.00
<i>Total fund spent</i>	£17,551.55

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>	79%
<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>	58%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	57%

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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?

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: 7822.95		Date Updated: 21/07/2023	
Key indicator 1: 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: 51%
Intent	Implementation		Impact		Sustainability and suggested next steps:
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?:	
Increase pupil participation and interest in healthier lifestyles More pupils to engage in more active play at break and lunchtimes.	Audit playtime equipment and games. Purchase additional equipment for break and lunchtime activities. Scrapshed refill and maintenance on one playground. Purchase additional scrapshed for second playground.		£847.15 £1950.00 £5783.80	Zoning of playground has encouraged more participation. Scrapsheds have been used at all recreational times and pupil voice indicates that children are enjoying the variety of activities on offer.	Introduction of further 'zoning' of the playground next year to further encourage a wider variety of activities and increase pupil participation further. Pupil voice carried out to ascertain what children want to play with. Scrapshed renewal payments to be made next year.
Increase interest in sport and a healthy lifestyle, that extends beyond school life. Ensure all children leave primary school confident with a life-saving skill.	Identify non-confident and less confident swimmers in Year 6. Children to attend a block week of intensive catch-up sessions.		£1072 (lessons) + £120 (fuel)	24 children received catch-up swimming coaching Pre-coaching – 12 non-swimmers 12 – non-confident and unable to swim further than 10 metres unaided Post-coaching The 12 non-confident swimmers all met the National Curriculum requirements for Y6.	Catch up swimming may not be needed next year (definitely not in as large numbers).

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				5%
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:
Raise profile of PE within the school and with parents/carers. Give an opportunity for all children to participate competitively in school sport.	Introduce new Sports Day format, in conjunction with the Leeds Children's Mayor, with a focus on the day being sustainable and highly inclusive. Invite Kicks coaching staff to support and assist.	£600 £300	Positive responses to the event from pupils, parents and carers. Almost all pupils participated in a competitive sports event within school.	Continue with this format for Sports Day next year, to maintain inclusivity and sustainability. Factor this into a sustainable whole school annual sports programme.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				10%
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:
Staff can plan, teach and use equipment safely and confidently to teach a range of PE lessons.	New long term plan introduced across EYFS to Year 6. PE planning subscription purchased as a support for teachers. iMoves subscription for supporting the teaching of dance	£269 £329	Pupils have accessed a wider range of sports and games (seen in drop-in observations). These lessons have focused on subject-specific skills have demonstrated increasing progression throughout school. Dance has been taught consistently across school by key	PE Lead to create bespoke schemes of work on a rolling program for PE lessons to remove reliance on purchased scheme. Dance will continue to be prioritized into next year, in

	Subject leader release time (half day a month)	£1360	members of staff. Pupil engagement has increased, as demonstrated by performances in whole-school events, such as the Coronation and Sports Day. Subject leader has had time to thoroughly audit equipment across school to assess what was needed. This has meant that relevant resources have been ordered to develop provision. Other time has been allocated to drop into lessons to check planning has been implemented effectively.	order to build on the foundations laid this year. PE will be a spotlighted next year across school in order to ensure that the curriculum is fully in place. Further subject leader time will be needed to ensure this is the case.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 22%
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:
Increased range of after school clubs (dance, rugby, table tennis, netball, football, girls' football)	All staff asked to contribute ideas to the list of after school clubs with their areas of interest. A broader range of clubs to be offered. Use of KICKs to supplement the extra-curricular sports offer.	£1456.00 £2800.00	Between 72 and 93 children in each term have attended after school club provision. Through staff clubs, LUFC, Rhinos, and Kick Start. Specific clubs have been: Dance, Football – ranging from Y1 to Y6 with a girl only club	There has been good support for the range of clubs on offer this year, so we will endeavour to maintain and broaden this offer next year.

	Offer after school club places to PP parents first, in order to ensure they have the chance to access the provision.		<p>too, Rugby League, Indoor Games and Team Games</p> <p>Y5/6 football – 17% girls, 83% boys 45% PP</p> <p>Y3/4 football – 29% girls, 71% boys 50% PP</p> <p>Y1/2 football – 21% girls, 79% boys 36% PP</p> <p>Girls Football – 11% PP</p> <p>Leeds Utd Healthy Holiday Camp – 25% girls, 75% boys 25% PP</p> <p>Dance - 100% girls, 43% PP</p> <p>Rugby - 11% girls 89% boys 21% PP</p> <p>Team Games – 13% girls, 87% boys 29% PP</p> <p>Indoor Games – 33% girls, 67% boys 29% PP</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3%
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:

<p>Increase motivation towards competitive sports. Enhance and maintain positive attitudes towards engagement in competitions. Provide pathways to continue and develop skills and interests outside of school.</p>	<p>Enter school into local/Trust competitions. Link these competitions to after school clubs so that team building skills can be taught and practised. Identify and encourage children who are reluctant and look for strategies to support them to get engaged with the competitions. Teacher and support staff member to accompany the children to these events.</p>	<p>£664.60</p>	<p><u>Rugby League</u> 20 children from Y5/6 competed into two Leeds Wide Cup competitions and four friendly matches.</p>	<p>Develop regular football and rugby fixtures amongst local schools. Introduce termly intra-school competitions to encourage children to participate in a lower stakes event. Develop links with Whitkirk Sports Club to increase local competitive sports</p>
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Head Teacher:	<p>Gemma Quarmby </p>
Date:	24/7/2023
Subject Leader:	Andy Stout
Date:	20/07/2023
Governor:	Ian Foy
Date:	24/7/2023