

# The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated July 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](http://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. **All funding must be spent by 31st July 2023.**

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 2021/2022	£22,662
Total amount allocated for 2021/2022	£45,586
How much (if any) do you intend to carry over from this total fund into 2022/2023	£22,662
Total amount allocated for 2022/2023	£43,174
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2022.	£11,245

## 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>	Nothing to go in here.
<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 2020.</p> <p>Please see note above</p>	100%
<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>	100%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></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 <b>over and above</b> 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.

<b>Academic Year:</b> 2022/23		<b>Total fund allocated:</b>		<b>Date Updated:</b> 24-6-2023	
<b>Key indicator 1:</b> 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: 20%
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:
Promote physical activity at home targeting younger pupils in KS1 and engaging parents.	Y1 to receive homework bags across each half term.  Set physical activity challenges for children and their families.	Cost: £17 per bag x 30 bags = £510	Parents and guardians understand our intentions to increase physical activity levels and have the resources and ideas to consolidate this learning.  Children improved their basic fundamental skills such as throwing and catching and skipping.  More families are getting more active together and understand their educational benefits.	Promote physical activity opportunities for families outside of school.  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.  Booklets shared with families.	
Ensure children have access to age-appropriate active travel training to encourage children to walk or cycle to school safely.	Year 3 pupils take part in Pedestrian training to learn how to cross the road safely.  Y5 & 6 pupils take part in Bikeability Level 1 & 2 training to learn how to ride their bikes safely	Bikeability Training Cost: Part of RESSP Buy in. (Part of £4,500).  Pedestrian	Children are more confident and competent to ride on roads and cross the roads safely.  Children are able and want to use a bike as part of their out of	Each year the next cohort will be trained.  School staff supporting the instructors from the Redcar and Eston School Sports Partnership fully understand the outcomes	

	<p>on the road.</p> <p>Re-train all children who fail Bikeability for extra lessons.</p> <p>Assembly on Active Travel.</p> <p>Active travel promotion to parents and families in school newsletters and parent meetings and through twitter.</p>	<p>Training Cost: £7 per child x 48 children = £336</p>	<p>school active lifestyle.</p>	<p>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> <p>Promote active travel through regular communication home.</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				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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Develop sports leadership skills in children	<p>RESSP trained Y6 sports leaders.</p> <p>Subject leader accompanied the children to the training and now leads the sports leaders team within school with KS1 pupils</p> <p>The children deliver physical activity sessions at break and/or lunchtimes.</p> <p>The member of staff in charge meets the leaders weekly to plan activities and to use the group as the student voice for other projects.</p> <p>The leaders will also support events organised by RESSP where possible.</p>	<p>Funding allocated:</p> <p>Leadership Training Cost: Part of RESSP Buy in. (Part of £4,500).</p> <p>Break &amp; lunchtime specific equipment cost: £1000</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(y1/y2) children. They became more confident in their leadership qualities.</p> <p>A more active school has been achieved by having the ‘mini workforce’ at break and promote at lunchtimes.</p>	<p>All of year 5 trained as Sports leaders . We need to continue this year on year and have the older leaders mentor the younger ones.</p> <p>Download weekly more activity cards for the sports leaders to give them ideas for new games.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				20%
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 knowledge, understanding, confidence and competence of the subject leader.  The subject leaders can lead the whole school staff.	Attend half termly training of SSP and the North East Annual Conference.	Supply cost per conference.	As a result, the PE subject leader has: <ul style="list-style-type: none"> <li>developed a curriculum map appropriate to the children within the school.</li> <li>Organised PE specific observations.</li> <li>Introduced a user-friendly assessment tool and delivered staff training to the whole school</li> </ul>	Implementing annual PE observations.  Track assessment for learning in PE.  Keep updating the curriculum map to ensure it meets the school's intentions for PE.
Increase the knowledge, understanding, confidence and competence of the Early Career Teachers (ECTs).	The ECT attended the three-day ECT PE specific training run by RESSP.  Team Teaching: ECT worked for 3 sessions with a member of the RESSP team on a 1:1 basis.	Course Cost: Part of RESSP buy in (Part of £4,500).  Team Teach Cost: Part of RESSP Buy in. (Part of £4,500).	ECT's feel confident and competent.  Staff have identified their strengths and weaknesses so the RESSP team or subject leader can support them in the future.	A programme of support for all ECTS in the future.  1:1 meeting between the ECT and the subject leader to make sure they fully understand the intentions of PE and for their class.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				30%

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 that all children celebrate and embrace some form of sport or physical activity	<p>Take part in RESSP festivals and development days. All children to have attended a festival each academic year.</p> <p>Source specialists to teach dance Y1, gymnastics Y2 and yoga Nursery and Reception.</p>	<p>Festival &amp; Development Days Cost: Part of RESSP buy in (Part of £4,500).</p> <p>New equipment cost: £2000</p> <p>Coaching £1500</p>	The children are engaged more in PE and after school clubs due to the wider and broader selection of activities offered.	<p>Continue to enter children into sports events and festivals.</p> <p>Ensure thought goes into which children are selected for which event. Mostly whole class to ensure maximum participation.</p> <p>Follow up work to every event to ensure maximum impact.</p>
Ensure that children understand where they can participate further in a sport or activity outside of school	Link to local sports clubs – Grangetown Netball Club, Redcar Rugby Club. Redcar swimming club attend family day and promote.	Coaching cost: £100	Children have an increased awareness of different activities outside of school.	Continue to enhance a wider variety of sports and activities.
Ensure that all children know how to and are confident and competent to ride a bike	<p>Balance bike training for all children in Reception, delivered by RESSP.</p> <p>Children in Y3-6 identified that cannot ride a bike and are offered Learn to ride training.</p>	<p>Balance Bike Training Cost: £54 per child x 30 children = £1620</p> <p>Learn to Ride Training Cost: £50 per child</p>	<p>Reception children can all now glide and turn on a balance bike. Their next steps is to ride with pedals.</p> <p>Guidance has gone home to parents about balance bike training and their child's next steps.</p> <p>Non riders can now ride a bike. The sense of achievement and the increase in confidence was immediate.</p>	<p>Purchase of our own balance bikes so Reception children can ride informally in outdoor play.</p> <p>Purchase a fleet of six bikes with pedals and a track painted on the outside of the playground for children to ride.</p> <p>Encourage families to ride with their children outside of school</p>



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				20%
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 that every pupil, every academic year has represented their school in a sporting activity more than once.	<p>Enter into RESSP competitions and festivals.</p> <p>Ensure children are entered into appropriate levels of competition to suit their individual motivation, competence and confidence levels.</p> <p>Celebrate ALL participation achievements through half termly assemblies.</p>	Competition Cost: Part of RESSP buy in (Part of £4,500).	<p>Pupils' skills developed through their experience and some develop an interest in a new activity.</p> <p>Pupils have an enhanced sense of belonging to their school as they have represented Newcomen.</p> <p>Pupils have improved their confidence, competence, motivation, knowledge and understanding in various sports and activities.</p> <p>The children have had fun!</p> <p>Staff have benefitted from the professional development opportunities through attending events and learning from the deliverers.</p>	<p>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.</p> <p>Reinforce the Spirit of the Games values that RESSP are aiming to develop in our children: Honesty, Passion, Determination, Self-Belief, Respect and Teamwork.</p>

Signed off by

Head Teacher:	
Date:	01.07.2023
Subject Leader:	Mark Simon
Date:	01.07.2023
Governor:	
Date:	