

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](https://www.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 2021/22	£3,000
Total amount allocated for 2021/22	£18,621
How much (if any) do you intend to carry over from this total fund into 2022/23?	£2090.90
Total amount allocated for 2022/23	£18,662
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£21,662

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 2022.</p> <p>Please see note above</p>	47%
<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>	40%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	89%
<p>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?</p>	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: £21,662		Date Updated: July 2023	
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					Percentage of total allocation: 19%
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?:
To engage children in active lunchtimes, playing in teams and working together. Lunchtime clubs		Lunchtime clubs are available for KS2 children on Mondays, Wednesday and Fridays. Lunchtime club is available for KS1 on a Tuesday.		£1905	Children are more involved and active and playtimes. We have seen a number of inactive children who do not normally chose to participate in sports, go to the club and become more active. We have started to focus these activities on the SEND children as they seem to be less active.
To provide equipment for children at break and lunch times.		Purchase equipment dedicated to key stage 1 and key stage 2 playgrounds. Purchase storage for this equipment to make it accessible for children.		£1889.98 £230	More children are being physically active at playground. The equipment is enticing children to be active whether it is a team sport or individual.
Classes to take active brain breaks within the classroom.		Brain breaks through go noodle, active schools' activities.			Children understand the reasoning behind the brain breaks and it gives the children time to think about something else before focusing back on with their work, there have been less distractions within the lessons.
					To keep Health for All coming in 4 times a week, make sure the inactive children taking part at least once a week to upskill them as well as the SEND children.
					Keep an eye on equipment, upskill the staff to ensure equipment is being utilised properly.
					Reintroduce the brain breaks, make this into a competition between the classes based on the points from go noodle.

To provide opportunities for active learning.	Subject lead to attend Subject Leader Day which focuses on active learning and feedback to the staff.		Introducing active literacy and active maths activities provides opportunities for the children to be moving whilst learning. Simple actions or games engage the children and they remember more.	Staff meeting for new and current staff to ensure they have plenty of ideas of how to implement active literacy and maths. Reintroduce the daily mile on a lunchtime to ensure all children are moving and are being active for at least 15minutes a day.
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Percentage of total allocation: 18%
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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:
The whole school is part of the real PE scheme and the intent is to ensure all children are not only learning skills but they are growing as individuals.	Within the scheme specific planning and aims are created for each session based on what the teacher feels the class needs to work on. Differentiated activities are available to push the children but to also ensure all children are involved.	£695	Children are more engaged with self-competition, they are constantly trying to push themselves and are gaining a sense of achievement and pride. Children are beginning to understand their next steps.	We introduced this scheme to St Nicholas' through covid and are happy with the results. Now the children are more engaged and are becoming more active the subject lead is coming up with new ideas to push the PE curriculum on and adapt this for our students.
The whole school improvement for this year was based on gymnastics and the participation of the children and confidence of staff.	Gymnastics coaches came into school to work with the class teachers in the different key stages to model how lessons should look and what the progression between year groups were.	£1905	Staff feel more confident in teaching gymnastics, especially Key Stage 1 staff, understanding where to begin the gymnastics journey. The children have expressed love of gymnastics and can talk about what they have learnt in this area.	Subject lead to look into a clear progression of gymnastics for the school and share with staff. Staff to deliver gymnastic lessons and team teach to support each other.

To ensure children and their families understand the importance of a healthy lifestyle and what this entails.	Using the active schools packed lunch guidance to share with families and staff.	£30	Purchased and putting a plan in place to share and get families involved.	Subject lead to work with PSHE subject lead to put a plan in place for the next academic year focusing on healthy life styles and a way to get families involved.
To give the UKS2 children the opportunity to become leaders within sport and physical activity.	PE leader attended Mini Sports Leaders Training and brought the initiative back to school, where year 5 and 6 children underwent sports leader training, in order to plan and deliver break time activities.		Sports leaders are evident in school, all children know who they are and they have had success in planning and delivering sessions. The sports leaders show wonderful sportsmanship, really try to involve all children in the school.	This is a yearly ran programme where new Year 5s are added as Sports Leaders each year. The 6s will help run the training and create a plan for the whole year based on break time clubs, lunchtime clubs and on outside sport competitions.
To utilize playground supervisors appropriately.	Working with Active Schools and the playtime supervisors to enhance the playtime provision.	£1200	Active schools leaders and playground supervisors have met and worked with each other. Year 5 children worked with the Active schools team to walk the school grounds to discuss how we can utilize the environment at playtimes.	Subject lead to work through the documentation received from Active schools and discuss the plans with SLT.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				12%
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 provide planning for teachers who do not specialise in PE that are easy to follow and still able to deliver high quality sessions.	PE planning is a resource for teachers to use for outdoor PE, this has specific lessons, skills and games to teach. As well as provided differentiated activities for the staff to use during the lesson based on the children abilities.	£296	Staff feel more confident delivering PE sessions, they can see a clear progression of the lessons and the structure of a high-quality lesson. All children are engaged in the sessions. Having the planning provided for the staff to edit for their class has a time benefit.	To renew for next year and really focus on the skills progression. As well as the EYFS curriculum.
To equip the subject lead with up to date knowledge within the subject. Active Schools	Through active schools the subject lead has been on 3 subject leader days with the LA.		Subject leader is up to date with the national curriculum, current reports and has been involved in sessions focusing on a PE Deep Dive.	To continue this each year to ensure subject leaders' knowledge is up to date.
To ensure appropriate and safe equipment is available for high quality PE sessions.	Termly PE orders based on the equipment needed have been bought and stored in the PE cupboard safely to use.	£2364	All staff know where the equipment is and using the appropriate equipment makes successful lessons.	Equipment will be reviewed each half term to check for amount and safety.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 32%
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 expand on after school club opportunities.	Football Clubs	£3000	More children have been joining the after-school clubs especially more children with SEND.	To resume offering a range of activities for children to take part in.
To expand on lessons taught during PE- making sure skill is taught to enhance sporting activities.	Bike Days (Pro-Ride)	£1905	More children are taking part in competitions.	Look at coaches available to support the school deliver a larger range of activities.
	Dance Club	£1387.50	Chn have more opportunities for workshops and taster days.	
	Multi Skills Clubs	£273.80		
	Rounders Club			
	Athletics Club			
	Volleyball Club			
To widen the children's skills making links to outside of school.	Ice Skating Taster Day			
	BMX Taster Day			

<p>Additional achievements:</p> <p>School Games Gold Mark Award</p> <p>Year 5/6 competed in the Catholic Cup</p> <p>KS2 Dodgeball competitions</p> <p>Year 2 and Year 4 Skipping competition</p> <p>Year 5/6 Bishop's Cup (Semi-Finalists)</p> <p>KS2 Football Matches</p> <p>KS2 Athletics competitions</p> <p>KS2 Tag Rugby Tournaments</p> <p>SEND inclusive Workshops</p>	<p>Brownlee Triathlon Day Fun Run</p>			
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Key indicator 5: Increased participation in competitive 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:

For Year 2 and Year 4 children to take part in a competitive competition focusing on both team and individual competition. Skipping School	The children worked with the skipping school and took part in training for the Year 2 teacher to take over and prepare the children for competition.	£770	The children won the skipping school competition and this has impacted on the rest of key stage 1 to practise their skills.	To re-entre next year. Multi skill opportunities for reception children to take part in with other schools.
For all children to take part in competitive sports during sports week and sports days.	Trophies and awards purchased for children.	£219.82	Children were proud of their achievements and took part in a celebration/awards ceremony during sports day.	To be involved in a wider range of sporting competitions making links with the community.
To attend more competitions, especially SEND children.	To link with Leeds Well Partnership and focus on a variety of competition.	£1200		To look at our SEN children to continue inclusion for their physical development. To link the competitions calendar to the PE curriculum long term plan.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	E Chatt
Date:	14.07.2023
Governor:	
Date:	