

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	£0
Total amount allocated for 2021/22	£14,896
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17,690
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£17,690

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>	48%
<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>	81%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	81%
<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>	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: £17,690		Date Updated: 30.06.23	
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: 12%
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?:	
To increase the number of children taking part in the Daily Mile and consistency it is carried out in school.	Set termly challenges for each year group to enhance motivation (run to a specific country etc.)		N/A	<ul style="list-style-type: none"> Children take part in timetabled Daily Mile at least 2x a week (on the days when they do not have PE). Year 2 have started to participate in the Daily Mile as they have been trained in the summer term. Children now understand the importance of pacing themselves around the track and showing perseverance. Children have been identified for next year's external cross-country competitions. 	
Establish active play during break times and lunchtimes	To purchase more outdoor play equipment for lunch times. Adults to identify the least active and use PE equipment to play games and practise their Real PE skills.		£200	<ul style="list-style-type: none"> A variety of equipment has been purchased for break and dinner time. The children have been introduced to the equipment and are aware of 	

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	Use established sports leaders to support with leading games.		<p>how to keep the equipment in working order. Staff have been showing children a variety of games to play with the equipment.</p> <ul style="list-style-type: none"> Improved behavior and engagement in positive play at break time with specific targeted children with Pastoral Manager and Head of Sport. 	breaktime group to support behavior outside.
Provide targeted activities to engage and support the least active pupils	<p>Head of pe to be made aware of least active pupils.</p> <p>These pupils encouraged to attend after school sports clubs to try increase confidence and involvement.</p> <p>Speak to pupils identified about what activities they would like to see available at break and lunchtimes and staff on duty to oversee the implementation where applicable.</p>	N/A	<ul style="list-style-type: none"> Afterschool clubs have been running since autumn 1 with all children invited. Allowing all children to take part in a variety of sport such as football, athletics and multi-sports. Year 5 and 6 have completed the eHNA regarding activities they complete and activities they want to take part in. 	<ul style="list-style-type: none"> Continue with after school sports clubs next academic year with at least one sporting club every half term. PE lead to continue to analyse the PE data – identify the least active children and make new class teachers aware.
Provide a broad variety of extracurricular physical activity and sports clubs, offering funding where necessary	<p>Create pupil survey data to offer a variety of after school clubs.</p> <p>Where possible or necessary, pay for specialist coaches to conduct some after school clubs' sessions.</p>	£2000	<ul style="list-style-type: none"> Pupil voices has taken place this year, and feedback has been written in the PE action plan. Specialist coaches have been in to deliver a football half term and athletics half term to the year 6 cohort. Specialist coaches came and delivered a SEND dinner time club that was aimed for children with SEND. They also completed a 'fit and fed' after school session for 	<ul style="list-style-type: none"> Discuss next year with the external company to plan out where they can support with after school sessions/curriculum. Make links with a variety of external agencies – advertise on the school newsletters (especially free sessions).

			children who are entitled to pupil premium.	
Educate children in the value and benefits of a healthy active lifestyle	Build or re-establish relationships with local teams /outreach programmes to encourage long term sport participation outside of school. Through PE lessons and sport, ensure our children understand the role of movement in the development of their own physical literacy, fitness, and well-being.	N/A	<ul style="list-style-type: none"> During PE lessons, children are educated about the importance of leading healthy lifestyles. Each year group have had a PSHE unit around 'Healthy Me' which has educated the children around leading a healthy lifestyle and understanding what they can do to promote a positive mental health. 	<ul style="list-style-type: none"> Continue with the PSHE lessons. Cultural capital – encourage more local athletes to visit the school to discuss the importance. Make sure all children are aware of the benefits during PE lessons.
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Provide children with mental health workshops, activities, and support for ALL pupils.	Organise mental health workshops for KS2 pupils – using the data from eHNA focus on self-worth and self-esteem. Identify those pupils who need extra support for targeted sessions. Organise mental health days for ALL pupils (complete activities and gather evidence towards the Carnegie Mental Health Award)	£500	<ul style="list-style-type: none"> Participated with the walk to school scheme which had a theme each day linked to mental health and inclusivity. Wellbeing zone located in the school with a wellbeing mentor for support. The head of sports and health has analysed the eHNA data which discussed the children's mental health. 	<ul style="list-style-type: none"> Continue to encourage the wellbeing room. Look into the Carnegie Mental Health Award as a school Book more wellbeing workshops for the children.

<p>Provide children with mental health support.</p>	<p>Workshops to support children health and worries.</p> <p>Jigsaw scheme</p>		<ul style="list-style-type: none"> • Children participated in a variety of wellbeing workshops. • Each year group have had a PSHE unit around 'Healthy Me' which has educated the children around leading a healthy lifestyle and understanding what they can do to promote a positive mental health • Wellbeing zone located in the school with a wellbeing mentor for support. 	
<p>Embed physical activity into the school day through active travel to and from school, active breaks, and active lessons/teaching</p>	<p>Encourage pupils to walk/cycle to school</p> <p>Meet with all lunch time supervisors/Teaching Assistants to explain active breaks (skipping etc</p>	<p>N/A</p>	<ul style="list-style-type: none"> • Bike shed is still in use for children who travel via bike/scooter. • Children are actively encouraged to actively travel to school to increase physical activity. • Bikeability sessions have been delivered to reception, year 4 and 5. • Sports leaders are outside at break and dinner to encourage physical activity • Participated with the walk to school scheme and walk to school (2) weeks. 	<ul style="list-style-type: none"> • Continue to actively encourage active travel by communicating to parents on Seesaw and in newsletters. • Continue with Bikeability • Continue with participating with walk to school schemes.

Implement a new assessment framework to monitor the impact of PE	Show the staff in the Autumn term's meeting how to baseline their children and how to re-assess at the end of the half term. PE lead to monitor the impact.	N/A	<ul style="list-style-type: none"> • New assessment through Target tracker was introduced. • Specific statements to match the scheme RealPE. 	<ul style="list-style-type: none"> • Create new statements to link with new 'Get Set 4 PE' scheme.
Further embed Real Gym into the PE curriculum	<p>Introduce the updated 'Must-Knows' for the unit so teachers are aware of key vocabulary that they will share with their pupils.</p> <p>PE lead to deliver a staff meeting/refresher showing all staff Real Gym.</p> <p>PE lead to share an excellence lessons on Iris for staff to watch.</p>	N/A	<ul style="list-style-type: none"> • PE lead has shared an excellence PE session. • PE lead has discussed with all class teachers before teaching the RealGYM unit. • Must knows have been created to specifically focus on RealPE. 	<ul style="list-style-type: none"> • From feedback form pupil voice and staff voice, a new scheme for PE is going to be embedded rather than RealPE. • Embed the new scheme 'Get Set 4 PE' including must knows and progression of skills.
Implement and monitor the teaching of OAA in KS2.	<p>Each year group in ks2 will have the chance to complete a full 6 weeks of OAA this year, following the scheme of work provided.</p> <p>External companies to support with the teaching of OAA.</p>	£200	<ul style="list-style-type: none"> • All KS2 classes have completed a unit on OAA linked to the statements from the NC and Target Tracker. • Year 3 have participated a day of OAA at Nell Bank in Summer 2. • Year 6 have completed a residential in the autumn term. • PE lead discussed OAA with an OAA specialist (class teacher) before designing the OAA scheme. 	<ul style="list-style-type: none"> • During PE staff meeting, discuss the progression of OAA. • Embed the new OAA scheme from 'Get Set 4 PE' in KS2.

<p>Encourage children and inform parents of healthy alternatives that can be provided for packed lunches.</p>	<p>Share recipes from change 4 life in the newsletter and or on Seesaw.</p> <p>Share lunchbox tips with parents regularly on Seesaw and the newsletter.</p> <p>Provide links on the website to change 4 life.</p> <p>Healthy lunch day to be organised where each year group make a recipe from change 4 life for children to eat.</p> <p>Organise workshop for adults.</p>	<p>£200</p>	<ul style="list-style-type: none"> Lunchbox policy has been shared with parents at the beginning of the year. Parent workshop was provided for healthy eating. 	<ul style="list-style-type: none"> Provide a healthy workshop for parents Share recipes on newsletter for healthy meal ideas.
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<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation: 71%</p>
Intent	Implementation		Impact	
<p>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:</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>Provide additional training for staff</p>	<p>CPD for staff using National Collage and National Online Safety.</p> <p>Training for midday supervisors for support with sport at dinner time.</p>	<p>£500</p> <p>£5,852 - Midday Wages</p>	<ul style="list-style-type: none"> Training for all midday staff on a variety of games , including the new gym equipment and trim trail. 	<ul style="list-style-type: none"> Refresh training for midday supervisors in Autumn.

<p>Provide staff with professional development mentoring, training, and resources to help them teach PE and support more effectively.</p>	<p>Autumn 2 - staff meeting/refresher showing how to teach PE using Real PE (assessment).</p> <p>Play leaders to encourage the children at lunch time. PE lead to provide activity ideas.</p>		<ul style="list-style-type: none"> • Staff meeting for all staff including ECTs. • Support for ECTs throughout the year. 	<ul style="list-style-type: none"> • Staff meeting for new scheme to be embedded in Autumn. • PE lead to continue supporting staff in delivering a high-quality PE curriculum
<p>Increase staff's knowledge and understanding around planning a unit of dance and assessing against the skills document.</p>	<p>Hire specialist dance teacher to work alongside teachers to enhance and extend the teaching of dance</p>	<p>£4,893</p>	<ul style="list-style-type: none"> • Each year group have had one half term of quality dance teaching. • Pupils are becoming more competent in dance and there is a higher proportion of children achieving the expected standard in dance (see skills document) 	<ul style="list-style-type: none"> • Dance teacher to teach a different unit of work, to build banks of planning for the future. • Discuss joining a dance competition with the support of the dance specialist.
<p>Increase staff's confidence in teaching PE</p>	<p>Teachers who need extra support, the PE lead will team teach a lesson each half term.</p> <p>Continue to embed Real PE scheme within school through deliver of weekly PE lessons & ongoing purchase of online learning platform – Jasmine Active.</p> <p>Continue to provide all staff with a Dean Field PE kit.</p> <p>Ensure teachers are role models to their pupils when taking part in PE</p>	<p>£695</p> <p>£200</p>	<ul style="list-style-type: none"> • All teachers have taught at least 4 units of RealPE/RealGYM. • All staff have received a PE kit which has all wear on their allocated days. Children are aware when a teacher is not in PE kit. • Techers are modelling the PE lesson along with the videos from RealPE. 	<ul style="list-style-type: none"> • New training on the new scheme ' Get Set 4 PE'. • Continue to promote wearing PE kits for staff.

Continued investment in resources for the teaching of P.E. and after school clubs.	Maintain a good level of high-quality equipment whilst broadening the resources so we can offer a wider range of sports such as resources to teach gymnastics.	£400	<ul style="list-style-type: none"> • A variety of equipment has been purchased in order to complete daily PE lessons. • An audit is taken every term. • A variety of breaktime equipment has been purchased to encourage movement at break and dinner times. 	<ul style="list-style-type: none"> • Teachers to share what equipment is needed for their year group PE lessons. • Teachers to share with PE lead when equipment needs replacing. • Lead of PE to purchase gymnastic equipment for gymnastic unit. • Lead of PE to purchase new equipment that is needed for the new scheme.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 6%
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:
Introduce new sports/activities on offer for all children using the 'Pupil-Voice' survey	Invite specialist sports coaches in to deliver sports and activities for ALL pupils informed from results of the summer eHNA survey (martial arts, rugby, football, rounders)	£700	<ul style="list-style-type: none"> • Play leaders have supported with a variety of activities such as sports day and parent workshop. • Pupils have gained new experiences in a range of sports which will help them next year when competitions open such as athletics and 	<ul style="list-style-type: none"> • Support play workers with activities at lunch time/break time. • Coaches to be invited in from September to deliver a range of sports to increase pupil's skills in sport ready for competitions.

			bowling.	<ul style="list-style-type: none"> Enter more competitions through school games especially a variety of sports.
Liaise & maintain links with external/local sport organisations to provide a variety of extra-curricular activities and to encourage continued high take up of sports out of school hours.	Invite sports coaches in from local teams to deliver after school clubs or block of coaching. (RLFC Sky Try, HTAFC Foundation, Yorkshire Cricket in the Classroom)	£300	<ul style="list-style-type: none"> Specialist coaches have been in to deliver a football half term and athletics half term to the year 6 cohort. Specialist coaches came and delivered a SEND dinner time club that was aimed for children with SEND. They also completed a 'fit and fed' after school session for children who are entitled to pupil premium. 	<ul style="list-style-type: none"> Create links with local sports teams Invite local teams into promote sports outside of school.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6%
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 pupils' participation in the School Games	When it is safe to do so, invite children who have never competed for the school to engage in competitive sport including SEND children.	£250	<ul style="list-style-type: none"> Participated in a variety of competitions such as football and SEND bowling. Received Bronze Award. 	<ul style="list-style-type: none"> Aim for Silver Award next year. Continue participating in school games.
Organise sporting competitions within school & across our cluster.	To begin Cross-Trust sporting fixtures for a range of sports and activities throughout the year. To join the School Games Football League. Purchase new sporting kit	£800	<ul style="list-style-type: none"> Joined local football league and competed against 5 different schools. New sporting kit has been purchased with the new school logo. Had a cross-trust football game for y3/4 and y5/6. 	<ul style="list-style-type: none"> Continue participating in competitions. Create a timetable for the whole academic year with a variety of sporting competitions. To participate in a variety of sporting competitions.
Organise a Trust Sports Day	In the Summer Term, organise a Sports Day for Deanfield and Beech Hill. Use the survey from the previous event to make necessary changes	N/A	<ul style="list-style-type: none"> At the beginning of the year, year 3 and 4 had a trust sports day. Used the feedback to adjust for next year. 	<ul style="list-style-type: none"> Organise a whole school cross-trust sports day.
Organise athletes, teams or team representatives to come in to deliver assemblies to inspire wider involvement in sport out of school.	PE lead and team to contact local teams and inclusion officers to see what is available. Continue to build healthy links between school and local teams and foundations.	See above for costing	<ul style="list-style-type: none"> Created a link between the OSCA Foundation – they have allowed usage of their 3D pitch on a dinner time. Added local businesses in the newsletter – OSCA Foundation and Matt's Gym. 	<ul style="list-style-type: none"> Create a stronger link with Matt's Gym. Continue to share local sporting teams in the newsletter.

Signed off by	
Head Teacher:	F.Pether

Date:	29.06.23
Subject Leader:	L.Jagger
Date:	29.06.23
Governor:	L.Brambani
Date:	30.06.23