

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 carried over from 2022/23	£0
Total amount allocated for 2023/24	£19,960
How much (if any) do you intend to carry over from this total fund into 2023/24?	£NA
Total amount allocated for 2023/24	£19,960
Total amount of funding for 2023/24 to be reported on by 31st July 2024	£ 19,960

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 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.</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>	80%
<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>	80%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	90%
<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: 2023/24		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:	
<ul style="list-style-type: none"> Up skilling staff to increase subject knowledge and ensure staff are more confident and competent to teach a broader variety of high-quality PE lessons and to lead outdoor education activity sessions. 	<ul style="list-style-type: none"> Team building training for lunchtime staff. Cricket training for all staff. Skipping training for all staff Outdoor education training for specific staff SEND swimming training for relevant staff. Specialist sports coach to work with Foundation and KS1 staff and children. 	£4000			
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		
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:	

Created by:



Supported by:



<ul style="list-style-type: none"> • To increase activity per day during playtimes and lunchtimes. • More children to participate in quality active after school activities. • More children to participate in sporting activities during the weekend. • To engage less active children • To Increase activity during core lessons 	<ul style="list-style-type: none"> • Whole school skipping days linked to lunchtime skipping. • Lunch and break time zones include skipping, teambuilding, football, cricket, basketball, netball, NAK and target games. • Enhance lunchtime Taekwondo club • After school clubs for key stages 1 & 2 to include sports, Taekwondo, Squash, separate girls' sports, swimming & cricket. • Further enhance Saturday morning activities. • Further enhance SEN swimming group. • Integrate team building, orienteering into core subjects. • Holiday swimming session for targeted groups • Team building activities linked to STEM week 	£5000		
---	---	-------	--	--

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:
				%
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:

<ul style="list-style-type: none"> • To celebrate the achievements in PE and Sport to ensure that the whole school is aware of its importance in school. • Continue to develop Sports leaders to take on leadership roles. • To have a whole day dedicated to sport and active learning. • To have a whole week dedicated to health, fitness, and well-being. 	<ul style="list-style-type: none"> • Half termly assemblies to celebrate successes in P.E, tournaments, swimming and after schools’ sports clubs. • Sports leaders (Includes training) • Sports display board now present in school. • A whole day focused on health, nutrition and exercise which includes a range of activities. (i-challenge day) • A whole week focused on health, fitness and well-being. • Monitoring system to track data. • New football kit for all ages. • Parent and children team building mornings. 	£2660		
Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils				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	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	Sustainability and suggested next steps:

<p>need to learn and to consolidate through practice:</p>			<p>changed?</p>	
<ul style="list-style-type: none"> • To offer outdoor and adventurous activities and opportunities to all pupils. • To enrich our PE and extra-curricular offer 	<ul style="list-style-type: none"> • Offsite activities package for children in key stage 2. • Onsite adventurous activities for children in key stages 1 & 2 to include cycling, orienteering and climbing. • New PE equipment. • Additional swimming lessons within curriculum, after school, holidays and for SEND groups. • Continue water polo and snorkelling for more advanced swimmers. • Advanced swimming award created. • Enhance after school squash club • Purchase of extra team building equipment and subscription to online portal. 	<p>£5000</p>		

<p>Key indicator 5: Increased participation in competitive sport</p>	<p>Percentage of total allocation:</p>
	<p>%</p>

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:
To ensure all children in key stages 1 & 2 compete in competitive sport on a regular basis.	<ul style="list-style-type: none"> • Continue with intra school competitions for all year groups. • Continue and develop partnership with other school to introduce regular tournament afternoons • Continue membership with Calderdale SSP • To expand out Trust Tournament calendar • Access to team building tournament for all children through portal. 	£3000		

Signed off by	
Head Teacher:	Sarah Tindle
Date:	
Subject Leader:	Neil Walters
Date:	
Governor:	John Eccleston

Date:	
-------	--