

# 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:


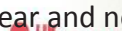
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 31<sup>st</sup> 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

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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	£ 17, 650
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 0
Total amount allocated for 2022/23	£ 17,730.00
Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023.	£ 17,730.00

## 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>	
<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 2023.</p> <p>Please see note above</p>	44%
<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>	20%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>96% Dry side learning.</p> <p>Safe self rescue not part of the programme delivered by swimming instructors.</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?	Yes/ <u>No</u>
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## 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:	Date Updated:		
<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:	
			0%	
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 30 active minutes of moderate-high intensity activities accumulated over break and lunch times. Improve access to varied equipment to promote this 'active-play'.	- Use multi-skills equipment to allow children to promote creative and active play during break and lunch times.	£0	-Children learn how they can be imaginative with the simplest of equipment to create fun and active games. With a marked increase in children being moderate-highly active during break/lunch times, achieving the 30 active minutes.	- Continue to audit the playtime equipment for use and safety, conduct pupil voice surveys specifically regarding future break/lunchtime equipment activities.
- Continue raising the profile of active travel within the school day.	Enter 'Sustrans Big Walk and Wheel' (See KI 2) Schedule Bikeability	£0	- (Impact of 'Sustrans Big Walk and Wheel see KI 2) -Improved numbers of children engaged and succeeding in Bikeability, providing them with the opportunity to improve their road-cycling skills, transitioning to secondary school with safe	- Continue with this provision next year. - Possible schedule Fusion Extreme Bike Show

			and active travel.	
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				0%
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:
- Celebrate efforts and achievements in a variety of settings to ensure the whole school is aware of the importance of PESSPA, encouraging all children to aspire to participate and achieve their best.	- Achievements celebrated during both class and whole-school assemblies. - Increase our online engagement, efforts and achievements on twitter and school website. - Internal displays celebrating PESSPA, centered on the 'Your School Games' values and Change4 Life.	£0	- Back to whole-school assemblies and children love applauding the efforts of our sporting individuals and teams. - Our increased presence online has led to many local and national organisations acknowledging our achievements with likes/shares, widening our engagement within the community. - Raise profile of whole school sporting events (Sports Days) - Engagement of pupils in lunchtime activity (Skip to be Fit)	- Possibly increase our social engagement using other social media (currently only using Twitter). - Encourage more children to be active at lunchtimes.
- Enter our second 'Sustrans Big Walk and Wheel 2023' to begin and promote our active travel journey.	- Enter the 'Sustrans Big Walk and Wheel 2023'. - Encourage children to walk to school every day (or take other active means of travel).	£0	- Our second year figures to provide a challenge to improve on next year. - We recorded 1,750 active journeys across the 2 weeks, with a daily average of 81.2% of our school population taking an	- Enter the 'Sustrans Big Walk and Wheel 2024'. - Encourage even more children to take active forms of transport to school. - Purchase more facilities to store bikes/scooters to promote

	<ul style="list-style-type: none"> <li>- Log daily active journeys for all year groups (including reception).</li> <li>- Celebrate efforts and achievements on social media over the 2 weeks.</li> </ul>		<ul style="list-style-type: none"> <li>active journey to school.</li> <li>- Quite a few children responded well, changing their daily journeys to support our goal.</li> </ul>	active travel.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				40%
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:
<ul style="list-style-type: none"> <li>- Continue to work closely with Physical Foundations.</li> </ul> <p>Identified through the Thrive Trust, Physical Foundations have a proven record of accomplishment of delivering high quality P.E. lessons.</p>	<p>Our intent is for Physical Foundations to:</p> <ul style="list-style-type: none"> <li>- continue the delivery of a high quality P.E. curriculum, with clear progression of skills and knowledge.</li> <li>- ensure that staff have a secure understanding of our P.E. curriculum.</li> <li>- lead CPD for staff so they have the skills to provide high quality P.E</li> <li>- deliver after school clubs across all age groups in school</li> </ul>	£6555	<ul style="list-style-type: none"> <li>- Physical Foundations have ensured consistently high-quality P.E. lessons for all children.</li> <li>- Staff are developing their understanding of high-quality P.E. and the curriculum within their phase.</li> <li>- Physical Foundations continue to liaise with the new P.E. Coordinator regarding local, regional and national updates.</li> </ul>	<ul style="list-style-type: none"> <li>- Physical Foundations have ensured a smooth transition from the outgoing P.E. Coordinator, continuing consistently high-quality P.E. lessons for all children.</li> <li>- Staff are developing their understanding of high-quality P.E. and the curriculum within their phase.</li> <li>- Physical Foundations continue to liaise with the new P.E. Coordinator regarding local, regional and national updates.</li> </ul>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				1.24%



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>- Provide a varied offer of afterschool activities to re-engage children and to further increase physical activity.</p> <p>- Provide a range of opportunities for children to experience different sports, by working with expert coaches.</p> <p>Invite dance specialist to insure the high-quality delivery of the dance curriculum to all children.</p>	<p>- Build club links with local sports clubs/instructors to deliver expert sessions and provide a pathway for participation outside of school.</p> <p>- Coaching from specialist Judo coach during the school day to all classes Y1 to Y6.</p> <p>- Schedule NAPA Dance sessions for all year groups in half-termly blocks.</p>	<p>£ (Funding included in K13)</p>	<p>- Fantastic feedback from children, parents and social media engagements when organising and promoting clubs that had been identified through pupil voice surveys.</p> <p>- Liaison with Hull University student and participation in designing and participating in a Team GB Activity Trail</p> <p>- Adding Judo to our existing offer of physical activities has increased our children's enjoyment of physical activity whilst widening their exposure to a range of sports.</p> <p>- All children have an increased knowledge, understanding and skills within dance, with several</p>	<p>- Continue to use pupil voice surveys to ascertain the children's current interests.</p> <p>- Begin to build a list of local sports organisations and invite them for taster-days, afterschool sessions, assemblies etc. to promote alternative activities for children.</p> <p>- Continue this provision into the next academic year.</p> <p>- Continue this provision by ring-fencing future funding to ensure the high-quality</p>

<ul style="list-style-type: none"> <li>- Extend opportunities for outdoor and adventurous activities not accessible to the majority of our children:</li> <li>Y6 Welton Waters</li> <li>Whole school Rock Up sessions</li> <li>Development of a sustainable residential programme</li> </ul>	<ul style="list-style-type: none"> <li>- Schedule OOA visit for Y6 to Welton Waters for teambuilding and water safety activities.</li> </ul>	Welton Waters £220	<p>identifying dance as a favourite activity within their pupil voice surveys.</p> <ul style="list-style-type: none"> <li>- Children loved the Welton Waters experience, attempting sailing amongst other activities team building they've never had the opportunity to try, all whilst learning and applying key water safety lessons.</li> <li>- All children showed an increase in confidence and team-work all whilst enjoying themselves in an activity they rarely experience.</li> </ul>	<p>sessions can continue and children can expand their 'golden-thread' of learning throughout each year.</p> <ul style="list-style-type: none"> <li>-Schedule annual visits to Welton Waters for the Y6 cohort – to develop team and relationship building skills.</li> <li>-Schedule Rock-Up OOA sessions for all year groups in the Autumn Term 2023</li> </ul>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6.8%
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	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:

consolidate through practice:				
<ul style="list-style-type: none"> <li>- Continue membership of Hull Active Schools and enter both their virtual and 'in-person' competition calendar to increase the number of competitive opportunities for our children.</li> </ul>	<ul style="list-style-type: none"> <li>- Organise the sporting calendar termly with a variety of competitions across KS1 and KS2.</li> <li>- Use Pupil Voice Surveys to clarify which competitions children may be most interested in.</li> <li>- Enter inclusive competitions for LA and SEND children.</li> </ul>	£1200	<ul style="list-style-type: none"> <li>-Engagement of children in competition events – including SEND events to provide inclusive opportunities for all.</li> </ul>	<ul style="list-style-type: none"> <li>Look at opportunities to subscribe to a programme of events that pupils can access easily and frequently.</li> <li>- Extend more opportunities across the KS2 classes using the HAS classification of intent: <ul style="list-style-type: none"> <li>- Engage – non-competitive games promoting activity.</li> <li>- Develop – friendly competition with focus on improving skills.</li> <li>- Compete – inter-school competition.</li> </ul> </li> <li>- Continue to prioritise attendance of LA/SEND events</li> </ul>

Signed off by	
Head Teacher:	Jo Atkinson
Date:	24.07.2023
Subject Leader:	Ruth Brocklebank
Date:	24.07.2023
Governor:	Lee Morfitt
Date:	24.07.2023