The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

Commissioned by

Department for Education

Created by

association for Physical Education

YOUTH SPORT TRUST

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 the5keyindicatorsacrosswhichschoolsshoulddemonstrate an improvement. This document will helpyoutoreviewyourprovisionandtoreportyourspend.DfEencouragesschools tousethis templateas an effective wayofmeetingthereporting requirementsofthe 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 31st 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 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.

Created by: association for Physical Education · Active Partnerships · YOUTH SPORT TRUST

Supported by: SPORT ENGLAND LOTTERY FUNDED · UK COACHING · UK active

Details with regard to funding

Please complete the table below.

Total amount allocated for 2022/23	£ 17000
Total amount of funding for 2022/23. **Ideally should** be spent and reported on by 31st July 2023.	£ 16420

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. 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. **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**	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? **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. Please see note above	70%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	67%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	67%
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?	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:**	**Date Updated:**		
Key indicator 1: 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 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 physical activity over lunchtime. Delivered, where possible, by specific Sports coaches. Playground markings implemented to provide opportunities for pupils but also for staff to access to prepare activities for pupils. Resulting in specifically planned physical activity Continue to deliver quality 2 hours of PE per week with additional provision were possible	-Identify popular activities and seek coaches to deliver -Improvement quality of activities delivered through lunchtime provision -CPD for TA staff -Action plans to be implemented and monitored -Quotes/plans for best quality of provision. -Implement alongside CPD for staff -Time to show pupils/sports leaders how to use. -Staff development if required to led at playtimes and lunchtimes Monitoring by PE coordinator to ensure/check provision. Looking at progression across year and school	£2000 Opportunities for all pupils to experience a range of sports and physical activities through lunchtimes. - Links with local clubs developed to offer specific coaching. - Staff CPD supported delivery of active play. - Markings supported by	- Sports leaders and play buddies to be developed further. - Rotation of equipment and sports available through extra curricular activities to reflect sporting calendar and pupil interests.	Sports leaders and play buddies to be developed further. - Rotation of equipment and sports available through extra curricular activities to reflect sporting calendar and pupil interests.

		school community. - Equipment for active play with specific links to engaging the least engaged supported active lunchtimes. All classes delivered 2hrs of PE each week, with support of PE specialist mentoring. - CPD delivered to support teachers to deliver curriculum, following progressive curriculum plan.		
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: %
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:

Renew and improve Sports buddies and sports leaders to increase pupil leadership, increasing the profile of physical activity Children are accessing learning at the appropriate level. Review the benefit this may have on mental health and accessing wider school curriculum	Resources to be obtained to support in 'project' to move the school forward into making a significant impact wider than own provision. -Work as SLT/PE coordinator to focus on provision to support the achievement of 'next step' Moving to a wider impacting action Whole school focus on pupil leadership: -Review current provision -Access and implement training needed -Audit equipment in use, build resources where needed -Raise profile through assemblies/lunches etc. PE leader to: -implement a new skills progression grid. -complete audit of skills taught in lessons -deliver whole school training on progressions -Undertake pupil voice on impact of PE (looking at profile of PESS across the school)	£1000	- Platinum Sports Mark achieved. - Opportunities for active learning increased for all year groups. - Pupil engagement in physical activity increased throughout school. - Sports Leaders set up to represent pupils across school. - Sports Leaders regularly work with sports specialist to develop as play leaders within school - Leaders developed competition with specific links to Commonwealth Games. - Whole school progression of skills implemented, pupils skill development is appropriate to ages and stages. - Pupils enjoy PE and consider it a strength.	Develop opportunities of Compete and Develop opportunities for pupils competition, with particular focus on pupils who have not always had the opportunity to compete. - Range of opportunities to be developed, whole class opportunities that could support engagement to be considered. - Review and develop PE curriculum.

Key indicator 3: Increased 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 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 increase the standard of teaching and learning in Physical Education thus impacting positively on pupil achievement. Previously 88% of pupils were working at the expected standard with 18% working at greater depth. Through this enhancing teacher skill set, improve teacher confidence and quality assure assessments. (Continue to build on strong practice from previous year)	Implementation of specialist PE teacher one day a week. Teaching all pupils throughout the year. Class teachers present at all times and to use this as a CPD opportunities. Staff should be upskilled during the lesson with the focus on improving their own practice. Cycle of support includes: -Team Planning -Peer observation -Team teaching/CPD -Lesson obs and feedback to move practice (repeat cycle) -Staff CPD time through meeting times. SLT/PE coordinator to lead -Teachers and teaching assistants to attend and feedback on impact of attended training session. Sought through 'Hull Active School' program. Shared wider with staff at meeting CPD for all teachers provided by specialised PE teacher. Area of focus to meet teacher training needs	£13000	92% of pupils working at the age related expectation. - Specialist support used to develop staff confidence in delivering PE, with regular opportunities to observe, team teach and be mentored in PE. - Specialist alongside PE leader delivered CPD along best use of strategies for delivering PE in next step areas identified by staff. - Hull Active school events attended to develop staff CPD.	- Specific support to be considered, develop best use of PE specialist alongside PE Lead to audit needs of staff and deliver appropriate support. - Hull Active School active literacy and maths events to be attended with whole classes to support staff who have previously received training to see this in practice.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
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:

Additional achievements:		£		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: %
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 increase competitive sport in specific groups of pupils. Ensuring a wide range of pupils, including vulnerable groups, have the opportunity to compete inside and outside of school.	Review and implement relevant change to ensure these opportunities are wide ranging Monitor the groups attending activities. Is this an increasing trend on previous year? Target pupils missing/not accessing competitive sport and ensure plans are adapted to provide the appropriate opportunity -Join HAS (Hull Active Schools) to provide a program of competitive opportunities. Participating in as many as possible and tracking which pupil participate to ensure the impact is as wide hitting as possible.	£420	Hull Active Schools competition sought and opportunities for all pupils, specifically target pupils through inclusive and develop competitions. - Majority of pupils attended clubs this year, most pupils attended at least one afterschool club that included a range of sporting opportunities and competitions. - More pupils took part in competition out of school, all pupils took part in interschool competitions.	Engage further in DEVELOP events and inclusion events to support more pupils to access competitions. - Ensure interschool competitions link with local and trust competitions.

	-Seek further competitive situations for pupils, across Trust, city areas and wider if possible. -PE coordinator to analysis which sports are experienced in a competitive nature. Attempt to plan a range of sport/activities to be explored in a competitive situation			

Signed off by	
Head Teacher:	P Donnelly
Date:	20.07.23
Subject Leader:	H Ward
Date:	20.07.23
Governor:	
Date:	