

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 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](#).



Details with regard to funding

Please complete the table below.

| | |
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| Total amount carried over from 2021/22 | £312 |
| Total amount allocated for 2021/22 | £16820 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £327 |
| Total amount allocated for 2022/23 | £16835 |
| Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023. | £16508 |

Swimming Data

Please report on your Swimming Data below.

88.9

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| 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 | 88.9% |
| 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 | 88.9% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 88.9% |
| 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? | Yes/ No |

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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: £16508 | | Date Updated: 18.7.23 | | |
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| 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: 36% | |
| 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?: | |
| <p>Raise awareness of daily activity levels of all children</p> <p>The School Games Values link to the School Values enabling children to know that the virtues of sport can be linked to learning for improved outcomes. Benefits of health & wellbeing are incorporated into the School Games Values to promote healthy lifestyle choices and mental wellbeing. Achievements are celebrated.</p> | | <p>Active maths/Sticky Kids/ Brain Break challenges used as activities in school. Continued use of new individual fitness trackers with a recording and assessment feature. Staff will continue to monitor less active children and through conversations and providing the right opportunities encourage participation to enable them to be engaged in achieving a minimum of 30 minutes daily activity.</p> <p>Sports coach to train 'Junior Leader' and aid MSA's in providing exciting games. Staff & Sports coaches to continue to provide extra curricula clubs.</p> <p>Forest Schools to continue as part of school's offer of a broad, balanced and active curriculum – forest schoolteacher to model quality outdoor</p> | | <p>£4629</p> <p>Forest School</p> <p>£2340</p> <p>Sports coach</p> <p>Active maths MOTD</p> <p>£575</p> <p>Brain Break (through Sports Partnership)</p> | <p>Sport & Physical activities continue to be high profile as an aid to physical and mental wellbeing. A wide range of sports clubs are open to all year groups, all pupils have again the opportunity to participate. Teachers can quickly and easily provide quality active lessons as part of daily physical activities.</p> <p>Quality activities encourages greater response from pupils to participate. Outdoor learning in EYFS sets good practice for continuation as children progress through their school years.</p> <p>Forest schools are timetabled as part of active lessons. All staff continue to learn new skills and gain confidence. Children learn new skills outdoors and can apply curricular knowledge during their learning.</p> | <p>Sustainability and suggested next steps:</p> <p>Active lessons/ brain break's are included in daily lesson plans.</p> <p>Sports Leaders Award Programme to be continued and embedded</p> <p>MOKI trackers. Use the data to further encourage children by interpreting the data and engage them more.</p> <p>Aim for more of the KS2 children been given opportunity to lead activities.</p> |

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| | lessons to all staff. | | Encourages pupils to further develop social skills through peer to peer mentoring. Promotes mental health wellbeing. KOBOCA report- 75% of our children are active/very active and play games and take part in an after school club at least once per week after school. | (Sports coach) Implement Pupil Voice every year. Ambitious target for 100% enjoyment and confidence in PE. |
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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: 9% |
| 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 School's Growth Mindset philosophy is applied to physical and sporting activity. Pupils learn to be resilient in all areas of school life. The School Games Values link to the School Values enabling children to know that the virtues of sport can be linked to learning for improved outcomes. Benefits of health & wellbeing are incorporated into the School Games Values to promote healthy lifestyle choices and mental wellbeing. Achievements are celebrated. | The School Games Values continue to be intrinsically linked to the Schools Values and are incorporated into the pupil's merit system. Raise pupil's mental wellbeing awareness. Teaching Assistant trained and employed to support pupils mental wellbeing. Health & Sports week now embedded in the school calendar. Sporting & individual progress achievements celebrated. Trophies and rewards ordered to raise profile. Established working party have developed PE vision - include pupils, staff and governors. Opportunities for the mental health and wellbeing of pupils is sought. | Wellbeing Program £250 Sports week £1300 | Children understand the ethos of School Games values and how they can be applied not only to sport but also in their approach to learning in the classroom. Children can make the link to school's growth mindset philosophy. Rewards linked to 6 school games sporting values. Children know what these are and awards are given each sports week relating to them. Children learn new skills for | Continue to promote and link School Games Values to School Values Healthy Schools philosophy to become part of school culture. Continue to work through sections of Healthy Schools award Pupil voice used to establish PE vision through collaboration with link Governor and staff. Analyse data from Koboca Pupil Voice Survey. What are |

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| | | | <p>mental health and benefits of meditation.</p> <p>Whole school approach to raising mental health wellbeing.</p> <p>Awarded the School Games Gold Award for our commitment and engagement in the School Games 2021/22.</p> <p>‘Sessay is a fantastic small school with outstanding leadership, staff and pupils. They, as a school are always keen to ensure every opportunity is given to every pupil. Each and every pupil is catered for and the staff ensure that all pupils engage with PE and Sport in a wide range of activities.</p> <p>A well deserved ‘Gold Award’.</p> | the key points |
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| 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: |

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| <p>Staff are confident to deliver high quality, inspiring and modern PE lessons using specialists to provide regular CPD opportunities for both teaching and non-teaching staff.</p> <p>Quality PE lessons provided with the support of the sports coach. Ensuring the national curriculum is fully covered to make sure all pupils make progress.</p> <p>Staff know latest guidance and expectations in PE.</p> <p>Children achieve at least their expected levels in PE.</p> <p>Children have the skills to compete in all sports.</p> <p>Pupils learn new skills across a wider range of activities from specialist teaching.</p> | <p>Staff to observe coach to learn effective delivery of high-quality PE lessons. Sports coach to work with PE coordinator to identify gaps in both children’s learning and staff skills.</p> <p>Staff to evaluate PE tracking for effectiveness of identifying skills gap so that teachers know what to do to help pupils make progress and to at least achieve expected level. Twinkl move purchased to support planning and assessment throughout PE</p> <p>Each class to have a minimum of 3 half terms of forest schools led by Forest School leader. Teaching and non-teaching staff to observe and learn new skills.</p> <p>Staff signposted to NY Sports website for further CPD opportunities.</p> | <p>£2940 Staff coaching through sports coach</p> <p>£110 (Twinkl Move)</p> | <p>Pupils access high quality PE lessons making progress in key skills.</p> <p>Staff have clear overview of children’s achievements in PE using the pupil progress target sheets. Children know what to do to at least achieve expected levels</p> <p>Staff learn new skills and gain confidence to deliver effective outdoor learning throughout the year without being led by a Forest School leader.</p> <p>Access to latest training information and PE/sports updates.</p> | <p>Continue to use sports coach and forest school leader to ensure continuation of CPD for all staff.</p> <p>Continue to use PE tracking for delivery quality PE curriculum.</p> <p>Work alongside sports coach: Staff to build in all children doing a progression skill every couple of weeks with Sports coach evaluating progress and to confirm if target achieved. Gather photographic evidence and teacher assessment for PE whole school evidence book.</p> <p>Staff to pursue external training opportunities.</p> |
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| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | Percentage of total allocation: |
| | 7% |

| Intent | Implementation | | Impact | |
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| 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: New sports introduced through cluster sports coach and competitions. | Tchouk ball, archery, kurling, lacrosse As part of sports week book alternative sports/physical opportunities for children to experience: Skateboarding, Dance Programme, Active Bounce, Pro | Equipment purchases £600 Cluster allocated on (K15) Costing above for activities and coach | | Residential visits to be made accessible to ALL pupils. Continue to look for new and exciting experiences. |

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| Bi-annual residential visit | <p>Bikes</p> <p>Yr3/4 & Yr 5/6 Bi-annual residential gives children the opportunity to try out new and exciting outdoor activities in a safe environment, not usually available to them. E.g. high ropes, canoeing. Assist with transport costs to permit all pupils to participate.</p> | | <p>Children given experience of trying new activities – Skateboarding, dance, pro bikes & lacrosse – that might not otherwise be available to them and broaden children’s understanding of the wide range of activities available.</p> | |
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| Key indicator 5: Increased participation in competitive sport | | | | 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: |
| <p>Participate in the Cluster Sports programme.</p> <p>Seek out and maintain wider sporting opportunities outside of normal school.</p> | <p>Buy into the Cluster PE co-Ordinator scheme enabling participation in cluster sporting events eg., archery, curling, cross country, netball to encourage greater participation – aim for more than 90% of all KS2 children to participate in a competitive sport.</p> <p>Plan sporting events with Federation</p> | <p>Cluster Sports Programme</p> <p>£1260</p> <p>Transport to</p> | <p>Children learn to try their hardest in a competitive field for a reward of a medal and self-satisfaction.</p> <p>Children learn what they can achieve as well their own limitations.</p> | <p>Re-introduce and seek out inter-school competitive sports</p> |

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| <p>Horse Riding opportunities to compete (Representing the Federation)</p> | <p>school to help give children confidence to try a competitive sport in familiar surroundings. Promote local holiday sport and activity clubs, eg Holiday Multi Sport/Fitness/Cricket, Host Holiday Sports Club with registered Sports Coach at school, link with Federated school. Equestrian Federation team registered and established. FEAST – NYCC Activity programme</p> | <p>events £1,010 TA support on events £850</p> | <p>Pupils also reflect school games values and show sportsmanship by encouraging everyone to do well.</p> | |
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| Signed off by | |
| Head Teacher: | |
| Date: | |
| Subject Leader: | K Tyrka |
| Date: | 18.7.23 |
| Governor: | |
| Date: | |