

# 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 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	£0
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£16887
Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023.	£ 16887

## 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>	100%
<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>	100%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	100%
<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?</p>	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: July 23	
<p><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</p>					Percentage of total allocation: 6.5%
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:		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
To continue to provide a range of activities, implement new extra-curricular plans to continue to increase the number of clubs on offer.	Increase the range of extra-curricular and break time sports. Offer a range of clubs: Lego, Tri-Golf, Sit down Volleyball. Pupil voice to engage all children. Use of Koboca.		Total: <b>£2071.89</b> £986 YST cluster package	Wide range of clubs provided to children.	
Teaching assistants and teachers to engage with children at break time. Provide structured play.	Y5/6 children (12) participate in play leaders as part of the Richmond Cluster organized by the SGO.			£60 PE leaders transport	Y5/6 100% of children attended extra-curricular club.
To continue to change children's mindset to be one of activity rather than one of a sedentary nature.	Children engage with skipping training as part of Richmond Cluster organized by the SGO.			Y3/4 94% attended extra-curricular clubs.	
To continue to provide pathways for children to participate in physical activity outside of school.	Friends of School- sponsored walk. Family Walk day.			KS1 100% of children attended extra-curricular clubs.	
Promote physical activity with staff. Staff to become role models, set a good example.	Monitor active break times. Feedback from staff. Provide a range of play time equipment for children to use.		Davies Sport Equipment: £1025.89	Playmakers provide whole school assemblies- the use of playground equipment. Games children could play.	
				All children engaging with physical activity at break times. Staff promoting games. TA providing group skipping.	
				Children to plan playmaker activities once a week. Similar to the running of Art Club.	
				Continue to provide resources and training to all staff.	
				Continue to provide physical activity homework challenges as part of coverage. Continue to input children's results.	

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<p>Promote Physical Activity at home.</p> <p>Bike Day 2023: Carried on from the success as last year. Promote children to cycle, scooter to school. Raised money for child in Year 6 to buy their own bike.</p> <p>Provide understanding and clarity that being physical active can also help well-being.</p>	<p>Access the YST resources and advertise training to staff.</p> <p>Promote staff well-being, encourage staff to take part in physical activity.</p> <p>Koboca Homework challenges. Half termly challenges to promote physical activity.</p> <p>Children set the challenge to cycle/scooter a certain distance.</p> <p>Delivery of PSHE curriculum benefits of exercise and physical activity.</p> <p>Engage with well-being workshop (half-termly).</p> <p>Re-engage children with extracurricular activities. Encourage attendance – free to attend</p> <p>Run Swaledale Alliance PE in our cluster and report back to staff key messages – accessed by school staff</p>		<p>Celebrate children’s engagement with physical activity in Special Mentions Assembly</p> <p>Children engaged in Homework Challenge. Parents and siblings taken part too!</p> <p>Homework: Step up Challenge: Y5/6 Division 1: National Champions Division 2: 5<sup>th</sup> Nationally</p> <p>Y3/4 Division 2: 1<sup>st</sup> Nationally.</p> <p>All children participated in cycle/scooter day.</p> <p>Children understand the importance of being physically active.</p> <p>Children have really enjoyed engaging with well-being workshops.</p>	<p>Continue to engage with well-being workshops that Richmond Cluster/ Local SGO advertises.</p> <p>Continue to liaise with families and pupils to ascertain the clubs and activities that pupils want to be attending.</p> <p>Explore further training for staff around activity options for during the school day Research courses to help staff to see the importance of activity and provide ways to do this. Teaching Assistants to attend courses. Staff to further appreciate the importance of activity and the need for it during the day. Discuss during Staff Meetings and listen to feedback.</p>
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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:
				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:
<p>Youth Sport Trust Gold Membership Pupils to see PE and sport as an integral and automatic part of their lives at school and at home, becoming more physically active.</p> <p>Continue to inter-weave physical activity into other curriculum areas, not just PE lessons so children can link the lessons learnt through sport and physical activity to all areas of their lives. Linked with Christian Values.</p> <p>Continue to celebrate sporting achievements inside and outside school during assembly time.</p> <p>To continue to allow Sports Captains to facilitate Box2bFit. Use as warm-up drills in lessons</p> <p>To continue to access virtual competitions on Koboca.</p>	<p>PE lead to access resources from YST. PE lead to lead and work with Swaledale Alliance PE Cluster.</p> <p>School to enter more competitions – allowing for more children to be involved.</p> <p>Celebrate all achievements in Friday’s ‘Special Mentions’ assembly (including those from out of school sports).</p> <p>The Football Association (FA) and Disney UK have teamed up on an initiative to get girls physically active.</p> <p>Children to participate in Box2bFit lessons. Encouraging physical competence and love for being physically active. Each child in the school to have their own skipping rope with counter. Class charts in classroom to promote Personal Best Challenges.</p>	<p>£986</p> <p>YST cluster package</p> <p>Allocated above.</p> <p>Free</p> <p>Free</p> <p>Free</p>	<p>AR to deliver and provide resources to all staff. All staff understand PESSPA and how to utilise this throughout school.</p> <p>Profile raised even more of events and activities. Children feel ‘proud’ By raising the profile, children are actively aiming to meet their 60-minute average target.</p> <p>Children can see what the skills are and refer to them during lessons (monitoring) and in reflections (book scrutinies)</p> <p>100% of KS2 have access Koboca Home Challenges and 1 Virtual event.</p> <p>100% EYFS children reached expected for physical development (Early Learning Goals).</p>	<p>In partnership with the Youth Sport Trust and National Literacy Trust, the project offers two programmes for girls - 'The FA’s Shooting Stars Active Play Through Storytelling inspired by Disney' and 'The FA’s Shooting Stars Girls’ Football Club inspired by Disney.' TA to attend training and deliver in schools. Teacher with specific expertise from Richmond School to deliver lessons to KS1.</p> <p>Access half day athlete visit through Youth Sport trust membership to inspire children.</p> <p>To continue to create a School ‘Sports Council’ to organise and promote activities across the school.</p> <p>To further promote Koboca virtual challenges.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				18.5%
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:	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>To continue to ensure all children are participating in 2 hours a week of high-quality PE, the quality of teaching and learning in PE will be developed through staff CPD for all teachers.</p> <p>To continue to monitor staff are confident with the use of the schools PE assessment materials and can therefore plan and pitch lessons effectively knowing where children are at.</p> <p>To continue to provide a range of resources and associated training for staff to broaden their range of activities and resources and further support their teaching of PE.</p> <p>To continue to develop and refine the use of the schools planning tools so that they are more thorough, provide additional information and give staff</p>	<p>To continue to collect teacher confidence and skills survey to address priorities and refine implementation.</p> <p>To further develop the teaching of PE across the school so that children are confident and competent learners.</p> <p>To continue to work alongside Specialist Secondary PE Teachers. FA Shooting Stars Program. Chance to Shine Cricket and YCCB.</p> <p>To continue to work alongside expert sports coaches to guide teachers in teaching high quality lessons. Focus on less active children, SEND children. Narrow the gap.</p>	<p><b>Total: £3120</b></p> <p>£3120 ML Sports</p> <p>YST Membership allocated above</p> <p>FREE</p> <p>Linked to FREE training and ML Sports.</p>	<p>All children timetabled with 2 hours of PE in a week.</p> <p>Staff for 1 lesson a week to team teach with a Sports Coach/ PE specialist to build confidence and improve the delivery of skills.</p> <p>Children have enjoyed cricket and have signed up to play at Richmondshire cricket both boys and girls.</p> <p>Working closely with a PE specialist has allowed staff to build their knowledge and understanding of the delivery of the PE curriculum. Staff enjoy professional dialogue and feedback. Focus on specific pedagogy.</p> <p>Children comment on the quality of their PE lessons with the sports coaches but also when their</p>	<p>Continue the same model into next academic year.</p> <p>Further monitor the teaching and learning of PE. Conduct pupil interviews and gather more data.</p> <p>priorities training for staff. Focus more on specifics of PE. Link to whole school pedagogy.</p> <p>Focus on SEND and less active children. Promote in curriculum time.</p>

the confidence to continue to develop their teaching and teach high quality PE lessons.	Use resources from Twinkl for Dance and Gymnastics planning. Ensure staff work with sports coach and observe best practice, team teach and lead small groups.		teacher is taking the sessions without the coach there. Children provided positive feedback to Governor about PE and Sporting Competitions.  Demonstrates impact on the skills and confidence of the staff members.	
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 43.5%
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:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Continue to offer a wide range of activities both within and outside the curriculum in order to get more pupils involved.  Continue to offer a wide range of activities both within and outside of the curriculum to get more children involved. Focus particularly on those who do not take up additional PE and Sport opportunities.	Access additional time with after school sports coach for a specific club for children to attend.  Provide a range of extra-curricular activities. Encourage all staff to engage and lead a club.  Cycling proficiency training for all Year 5's.  Contribution to transport for swimming.	<b>Total: 7354.97</b>  £2,370  ML sports extra-curricular clubs.  £2111  Swimming transport.	Teachers feel more confident in teaching a range of activities having been involved in more of a range themselves.  98% of KS2 Children accessed extra curricular clubs.  Parents highlight that children receive a wide range of clubs and opportunities at school. Parent Feedback Survey.  Year 6 Leavers highlight the importance of PE and how they have enjoyed experiences from a	Extra-Curricular Clubs- Gymnastics identified by children in Pupil Voice. This will help form a team for competition 23/24 sporting calendar.  Continue to offer a wide range of curriculum and extra-curricular activities to children.  Target: 100% of KS2 to attend extra-curricular clubs.



<p>Provide Cycling training for all Year 5 children</p> <p>Provide opportunities for children to access different sports: Dodgeball, Tri-Golf</p> <p>Repair Trim Trail for all children to access during break times.</p> <p>To provide diverse experiences. Indian Dance Workshop (Bradford).</p>	<p>Children provided curriculum and extra-curricular activities focused on these sports.</p> <p>All children to access trim trail during break times.</p> <p>Children to learn dances from different cultures linked to KS2 topics in R.E., History and Geography.</p>	<p>Bikeability £110</p> <p>£149</p> <p>£382.08</p> <p>£748.30</p> <p>£1146.25</p> <p>Site inspections, repairs.</p> <p>£338.34</p>	<p>range of different sports. They also provided feedback to Governor Summer 23.</p> <p>KS2 teams entered competitive and less active teams for dodgeball, basketball.</p> <p>Children have enjoyed using the trim trail during break times.</p> <p>Children thoroughly enjoyed the experience learning Indian Dance (Bollywood Theme). Class 3 celebrated this in their class assembly.</p>	<p>To provide access to trim trail during break times.</p> <p>Plan in 2-year cycle visit to Bradford.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				25.5%
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:	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>To continue to engage more children in sport by providing opportunities regardless of their abilities.</p> <p>Aim: All Key Stage 2 children to attend at least 2 sporting competition.</p> <p>To encourage all children to engage in competitive sport.</p> <p>To continue to access and compete in Virtual Competitions and Homework Challenges.</p> <p>Engage more children in sport by providing opportunities regardless of their abilities.</p> <p>Increase the desire of children to compete for school – become competitive at events with the greater aim of being successful</p>	<p>Continue to be part of the Swaledale Cluster to increase opportunities for participation in competitive sport.</p> <p>Enter more competitions – allowing for more children to be involved. Enter Leagues format with local cluster of schools.</p> <p>Enter more ‘B’ teams and ‘Less Active’ teams.</p> <p>Children to apply the understanding of tactics from curriculum PE into competitive sports.</p> <p>Pay for transport to competitive sports. Reduce the risk of children being unable to go due to cost-of-living crisis.</p>	<p><b>Total: £4340</b></p> <p>Transport: £2,940</p> <p>Swaledale Cluster competitions: £1400</p>	<p>100% of the school competed during the year.</p> <p>Every child in Year 5/6 competed in at least 2 sporting competitions. B teams entered in Football and Tennis.</p> <p>Less Active teams entered in Dodgeball, Basketball.</p> <p>Attended KS2 attended Panathlon.</p> <p>Increased success across the year at sporting events partly due to increased awareness of such skills and tactics. Children now think more when competing to try and outwit opponents. Increased success specifically with KS2 Girls Cricket.</p> <p>Children compete in Virtual competitions and Challenges as part of half termly homework.</p> <p>Celebrate successes and participation in Special Mention</p>	<p>To continue next academic year – attend as many events as possible including less active events and B team events. See plan for next year already prepared.</p> <p>Less active events booked in for next year for a range of sports along with opportunities for B teams.</p> <p>Provide funding to use to accommodate travel expenses, so more children can attend competitions for free.</p> <p>Continue to use Koboca Virtual Competitions and challenges.</p> <p>Continue to celebrate participation and successes in Sporting Competitions. Weekly Newsletters, Assemblies etc.</p>

			<p>assemblies, on weekly newsletters and on sporting wall display.</p> <p>Autumn: Y5/6 Football Level 1 winners. Runners up Level 2.</p> <p>2 x children in Y5/6 finished top 10 in County Cross-Country.</p> <p>Spring: Y5/6 Winners and 3<sup>rd</sup> place at Tennis.</p> <p>Summer: Y5/6 Girls Football Level 1 Runners-up Level 2 Runners-up</p>	
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Signed off by	
Head Teacher:	Nicola Dobson
Date:	20/7/23
Subject Leader:	A.RAMSBOTTOM
Date:	20/7/23
Governor:	Charles White
Date:	20/7/23