

Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

Created by



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 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 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

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 2021. 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 2022/2023 | £3000 |
| Total amount allocated for 2023 24 | £16300 |
| How much (if any) do you intend to carry over from this total fund into 2023/24? | £0 |
| Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024 | £19300 |

Swimming Data

Please report on your Swimming Data below.

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| <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>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 2021.</p> <p>Please see note above</p> | 50% |
| <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> | 50% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</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 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: 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: £10310 54% |
| 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 enable pupils to gain a wide experience of a range of sports and create lots of opportunities for a healthy lifestyle. Keeping physically active will compliment and supplement the school's approach to mental health. | PE coordinator to continue and monitor PE with clear long term plan and differentiation to ensure progression through the year groups. | | ATA level 5 2½ hours per week £1000 | Teachers benefit from CPD from level 5 ATA Strong PE leader who develops the PE curriculum. | Long term plan and support will ensure sustainability into the future. |
| To explore and develop outdoor provision for social times to encourage active participation in exercise | Explore options for enhancing outdoor areas at each school. | | £8310 | Outdoor provision stronger and more inviting. | PE and playtime provision improved |

| To provide extra-curricular opportunities for children who do not have these experiences out of school. | Sports coach for extra-curricular after school club. | £1000 | To provide extra-curricular opportunities for children who do not have these experiences out of school. | Sports coach for extra-curricular after school club. |
|---|--|--------------------|---|--|
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement. | | | | Percentage of total allocation: £200 1% |
| 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 encourage year 5/ 6 to be sports leaders | Training for Y5/6 children to lead sports activities at playtimes and lunch times. Year 6 children to lead activities in PE with the support of the adult | £200 | Other children to leaders as role models. | Future sports coaches |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: £3290 17% |
|---|--|---|---|--|
| 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 work with class teachers/support staff to upskill and improve confidence in teaching and planning | Coach to work alongside staff to help upskill their knowledge. | Total sports PE coach ½ day per week £3,290 | High quality PE taught in school which all children can access | Staff will feel confident to deliver a strong PE curriculum. |

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| PE during lessons. | | | | |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: £4000 20% |
| 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: |
| Take in to consideration what all stakeholders including the children would like to take part in and explore these opportunities. | To give children a wider variety of sporting opportunity through our PE enhancement days. | £2000 | A list of sports to be included for sports enhancement days and visits to different sporting facilities | To be reviewed annually |
| To ensure all children when leaving Y6 can swim 25m | Extra swimming sessions for weaker swimmers from vulnerable families. | £2000 | Children to gain confidence in swimming. | Children effectively swimming when they leave y6 |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|--|--|--------------------|---|--|
| | | | | £1500 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 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 children take part in competitive sports alongside local schools | Join and take part in Malton Secondary PE partnership sport competitions | Transport £1500 | Children enjoying sports Children gaining an understanding of team spirit | Team spirit Love of sport Resilience |
| Impact | | | Next Steps | |
| <ul style="list-style-type: none"> - The children have received a wealth of PE enhancement experiences the develop a love of PE. - Aspirational athletes such as gymnasts and football players from York City have led sessions with the children. - Increased uptake in sports club lead by Total Sports this year. - Children enjoying sports and gain an understanding of team spirit - Equipment at PE and playtime have improved. Children have completed the Sports Leaders sessions, which require developing further at playtimes due to a split lunch. - Children have attended a range of competitive events with other schools at Malton Sport which have been well received by pupils. This has developed peer relationships across the federation. - All teachers have worked closely alongside PE coaches for CPD and have received feedback on their teaching. Staff feel more confident when teaching PE. - Children have enjoyed forest school sessions lead by PE Leaders and development opportunity for staff. - All children have taken part in swimming yearly in KS2. EYFS/KS1 children have attended sessions to trial swimming lessons from an earlier age. This has | | | <ul style="list-style-type: none"> - Further development of combined PE coordinator role across the four schools - Continue developments to outdoor learning area for PE and EYFS new outdoor area. - CPD for new upper KS2 playleaders earlier in the year and children to lead sessions regularly in school. - Continue CPD opportunities for teaching staff and support staff. - Further develop wider sporting opportunities, competitive sports and experiences. - Continue to support transport to swimming more regularly and for EYFS/KS1 children to develop outcomes in swimming. | |

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| improved water confidence. - New outdoor EYFS area at Stillington. | |
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| Signed off by | |
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| Date: | 14 8 23 |
| Subject Leader: | Louisa Cooke |
| Date: | |
| Governor: | Corinne Cross |
| Date: | |