

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](https://www.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. **All funding must be spent by 31st July 2023.**

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 | £ 0 |
| Total amount allocated for 2021/22 | £ 17,890 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £ 0 |
| Total amount allocated for 2022/23 | £ 17,890 |
| Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023. | £ 17,890 |

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 2022.</p> <p>Please see note above</p> | 72% |
| <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> | 65% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 77% |
| <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: 2022/23 | | Total fund allocated: | | Date Updated: | |
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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: % |
| 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: |
| OVERARCHING AIM - ALL PUPILS WILL BE ACTIVE FOR AN AVERAGE OF 60 MINUTES A DAY, 7 DAYS A WEEK. | | | | | |
| To continue to develop and embed a whole school strategy for physical activity, ensuring pupils are regularly getting out of breath during regular lessons. | <ul style="list-style-type: none"> Embed and monitor the use of 'Active Breaks' during the school day. Investigate the need for further purchase of standing desks across KS2 | | £1000 | National recognition for the work done around active breaks and the use of standing desks – YST Outstanding Primary Practise Award. YST video created as part of the award process – see school Facebook page and website | Ensure the hard work put in by all staff and children continues next academic year and is added to with new/different ways to be active during the school day. |
| To provide opportunities for more active learning in order to make learning more active and learning more memorable. | <ul style="list-style-type: none"> Monitor the use of Active breaks...ensure children are active during their learning and that TeachActive resources are being used as a way to have active maths and English sessions. | | £300 | All children in school active during lessons and assessments. Improved concentration, focus and activity. In school monitoring – children ask for active breaks and classes have been observed doing them as part of learning walks. 100% of children engaged. | Investigate ways we can be active in different ways in different subjects? Question to subject leaders – are there ways that we can be active that are specifically relevant to your subject? |
| To further improve the after school club programme in terms of | <ul style="list-style-type: none"> Increase the range of lunchtime and after school | | £1000 | Record numbers of children accessing the extra-curricular | Maintain levels of the offer and engagement from children next |

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| activities provided and involvement of pupils, providing an exciting mix of options for a large number of children. | clubs on offer to all children: Drumba, quidditch, dodgeball, multi-skills, multi-sports plus the usuals. (Include some staff CPD) | | programme across the year so impacting on the amount of activity that they do across the day/week. | academic year. Dodgeball especially popular again. |
| To promote regular physical activity during playtimes and lunchtimes through additional opportunities – physical activity but also leadership opportunities. | <ul style="list-style-type: none"> • Train year 5/6 children to become ‘PlayMakers’. • Year 5 Skipping leaders • Girls Active Crew to be leaders? Organisers? | £100 | Playmakers became Y4 Play Patrol – trained by PAW Mentor. Activities organised engaging KS1 children, playtime focus, increased engagement at break. Year 6 children trained as Playmakers early in the year – impact on completion due to staffing changes. | Ensure Year 5/6 PlayMaker training in Autumn term. Resources appropriate for children to organise games for each other. Supported by staff. |
| To provide a range of further activities aimed at those children who are less active. | <ul style="list-style-type: none"> • Range of ‘alternative’ options throughout the year for different ages of children. | £1400 membership for Richmond Cluster | Less active children attending a range of clubs including those able to offer alternative competitions to the usual ‘competitive’ events. Friendlies have been well received with many children representing school. Range of virtual events and classroom challenges has ensured there is something for everyone to do. | Children to continue to be offered the range of clubs. Ensure feedback from the children’s voice survey feeds in to the offer for next year. Ensure the same range of virtual and friendly events takes place for those who prefer this route. |
| To change children’s mindset to be one of activity rather than one of a sedentary nature. | <ul style="list-style-type: none"> • Further utilise the skills of My PB to engage and inspire children and ensure they have the mindset and motivation to be physically active. | None | Language of My PB used throughout school to encourage a change of mindset – this continues to be seen through monitoring. PE Life Skills Award in use across school following up the use of the language. | Ensure further use of and monitoring of this across the curriculum and through class practice 2023/24. Further staff CPD due to staff turnover to continue to support the implementation. |

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| <p>To promote regular physical activity outside school by maintaining and developing partnerships with local sports clubs and organisations linked to physical activity.</p> | <ul style="list-style-type: none"> Continue to promote any local activities and clubs that come in to school. Celebrate any children's successes at these activities. | <p>None</p> | <p>We maintain a number of partnerships with other clubs.</p> <p>Local partners run activities after school for school children and community members to access.</p> | <p>Continue to build links and offer opportunities through external links and organisations.</p> |
| <p>Increase the opportunities for children to be active during non-structured out of school time.</p> | <ul style="list-style-type: none"> Access funding through the DfE's Opening School Facilities Funding to provide additional dodgeball sessions as well as spinning and boxing to school years 3 to 11 and adult classes. | <p>Separate funding totaling £19000 in 2022/2023</p> | <p>6 weeks of summer term 2023 saw spinning and dodgeball classes run across the week for members of the community from years 3 to adult. Further provision planned and more sessions for September 2023 onwards. Weekly 80+ attendees.</p> | <p>Aim to build a weekly following of 100+ attendees across the classes on offer. Look at extending the offer to include other community classes – boxing for example.</p> |
| <p>To track the amount of movement in our key stage 2 children across each day/week etc and set challenges and goals for all to be more active. Target children who move less and focus clubs/actions on those who are not engaged or not active.</p> | <ul style="list-style-type: none"> Challenge children to ensure their daily average is above 10,000 steps and 60 minutes MVPA. Encourage attendance at after school clubs and lunchtime activities and reward achievement in Friday assembly. | <p>None</p> | <p>Technology issues this year. Data not tracked in as much detail as previous years. Priority for 2023/24 academic year.</p> | <p>Batteries to be ordered ahead of time and to be replaced so that up and running before September.</p> |

Additional Achievements –

- School achieved 'gold' again this year in the School Games mark – the aim is platinum next year.
- Popularity of dodgeball led to regional competition winners and National finalists.
- Extended schools provision successful and received well within the community.
- Active breaks and standing desks a strength of the school and is shown through monitoring, discussions with children and being awarded the Youth Sport Trust 'Outstanding Primary Practice Award' 2023
- Children are active every 20-30 minutes throughout the school day, supporting the aim to achieve 30 minutes in school.

| 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: |
| OVERARCHING AIM – PESSPA WILL BE USED TO POSITIVELY INFLUENCE PUPIL BEHAVIOURS & ALL PUPILS’ PERSONAL DEVELOPMENT WILL BE CELEBRATED ACROSS ALL AREAS OF SCHOOL WITH PE THE CATALYST. | | | | |
| To continue to have a presence locally and nationally with networking and example setting of how PESSPA can be used as a tool for whole school improvement. | <ul style="list-style-type: none"> Ensure that the profile of PESSPA is maintained across school by it being a responsibility of DHT supported by all staff. Continue memberships of appropriate National bodies including The Youth Sport Trust and The association for Physical Education. | £1200 membership fees | PESSPA seen as being a priority for the school as seen through the day to day workings of the school – days, events, festivals, competitions, breaks etc. YST work continues. Short video created by the YST following the school’s success at the national awards. AfPE Quality Mark continues to be a reflection of what goes on. | Continue membership of YST and AfPE. Aim to continue to work within their initiatives and research. Renewal of AfPE Quality Mark in 2024. |
| To continue to develop and use active learning as a key tool for teaching so our children can access learning better as well as being active. | <ul style="list-style-type: none"> Develop the teaching of skills through My PB– putting PE, sport and activity at the forefront of children’s minds. Behaviour system and stickers introduced for frequent reference. Also invest in medals and awards to celebrate the demonstration of the skills in other areas around school. Access to Teach Active resources and expectation that these are used to | None | Children are more reflective around the language of My PB and through using the PE Life Skills Award booklets. Behaviour system continues to work with the language of the School Games with children able to recognize and reflect when they have done certain things. Children enjoy the use of Teach Active resources (as seen during learning walks) and openly look forward to doing active maths lessons. | See further information in key indicator 1. |

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| | improve attainment in maths and English through the known link between being active and chance of retention. | | See further information in key indicator 1. | |
| For pupils to see PE and sport as an integral and automatic part of their lives at school and at home, becoming more physically active. | <ul style="list-style-type: none"> • Enter any competition we have access to – either face-to-face or virtual – allowing for more children to be involved and to take part, making the benefits of activity part of everyday life. • Celebrate <u>all</u> achievements in Friday’s ‘Special Time’ assembly (including those from out of school sports). • School ‘Sports Council’ to organise and promote activities across the school | Richmond Cluster membership fee – Key indicator 1 | <p>100% participation across school Virtual competitions entered including – Cooper Run, Ultimate Warrior, Pentathlon and Multi-Skills. Children comment they can use their resilience and teamwork in class and at events.</p> <p>Profile raised even more of events and activities. Children feel ‘proud’</p> <p>By raising the profile, children are actively aiming to meet their 60 minute average target.</p> | Continue these on offer when they are available. |

Additional Achievements –

- School achieved ‘gold’ again this year in the School Games mark – the aim is platinum next year.
- Active breaks and standing desks a strength of the school and is shown through monitoring, discussions with children and being awarded the Youth Sport Trust ‘Outstanding Primary Practice Award’ 2023
- Whole school feeling of pride and achievement due to awards and progress of teams – British Dodgeball School of the Year – 2nd place, English Schools’ FA Reward and Recognition Team Award Winners – girls’ football teams, progress of year 6 dodgeball teams to National Finals for the second year running.
- The work of PESSPA alongside wellbeing having a huge impact on the personal development and behavior of children across school.

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
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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: |
| OVERARCHING AIM – ALL PUPILS WILL RECEIVE AT LEAST 2 HOURS HIGH QUALITY PHYSICAL EDUCATION EVERY WEEK. 100% OF PUPILS WILL HAVE DEVELOPED IN THEIR PHYSICAL, COGNITIVE, SOCIAL AND EMOTIONAL LEARNING WHICH WILL SUPPORT ALL CHILDREN IN ACHIEVING AN AVERAGE OF 60 MINUTES A DAY OF ACTIVITY, 7 DAYS A WEEK. | | | | |
| To ensure the children benefit from quality PESSPA provision because of: <ul style="list-style-type: none"> • Expert knowledge and skills of teaching and support members of staff • Teacher confidence in delivering high quality provision across school • A broad, well-balanced and expertly sequenced curriculum for PE. | <ul style="list-style-type: none"> • Develop the teaching of PE across the school so that children are confident and competent learners. Staff to work with sports coaches, secondary teachers and PE specialist trainees to become up-skilled so that the learning of children is impacted upon. • Use expert sports coach to guide teachers in teaching high quality lessons. • Ensure staff work with sports coach and observe best practice. | £9000 | <p>6 teachers supported with subsequent lessons good or better.</p> <p>Increased activity during PE lessons. Activities well-structured and children engaged (learning walks)</p> <p>Children comment on the quality of their PE lessons with the sports coaches but also when their teacher is taking the sessions without the coach there. Demonstrates impact on the skills and confidence of the staff members.</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> |

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| <p>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> | <ul style="list-style-type: none"> • Staff access materials and associated training through Youth Sport Trust membership and Swaledale Alliance Cluster. | <p>Membership fees in key indicator 2</p> | <p>The membership of Complete PE has contributed to the availability of resources and lesson planning as well as supporting teacher confidence and modelling through the use of the videos.</p> | <p>Support new staff to ensure they are consistent and happy with processes.</p> |
| <p>School swimming – improve the delivery of swimming and the progress and outcomes of children against NC expectations meaning they are capable of swimming the required distances and strokes.</p> | <ul style="list-style-type: none"> • Place 3 more staff on the ‘Teaching School Swimming’ course to ensure improved outcomes. | <p>None</p> | <p>Unfortunately this did not happen due to course and staff availability. Our children continue to receive excellent swim teaching from our already trained members of staff. We anticipate we can build on this next year.</p> | <p>Look at further swimming CPD.</p> |

Additional Achievements –

- School swimming has been led completely by trained school staff this year. This has ensured children are already well known and familiar with and to the adults. This has resulted in greater progress from children as seen in the water and commented on by staff.

| 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: |
| OVERARCHING AIM – ALL PUPILS WILL BE EXPOSED TO NEW AREAS OF ACTIVITY, SUPPORTING THE TARGET FOR ALL PUPILS TO BE ACTIVE FOR AN AVERAGE OF 60 MINUTES A DAY, 7 DAYS A WEEK. | | | | |
| Continue to offer a wide range of activities both within and outside the curriculum in order to get more pupils involved. | <ul style="list-style-type: none"> Explore the possibility of adding to the extra-curricular programme – questionnaire for children – quidditch to be re-added along with more dodgeball. Further purchasing of equipment to support Paralympic/disability sport in school – provide a range of activities. Run boccia and kurling again. Access additional time with after school sports coach for a specific club for children to attend. | £1500 | <p>Dodgeball for years 4-6 over-subscribed again including 45% less active children across the year.</p> <p>Quidditch club engaging 50% less active/focus children.</p> <p>Dodgeball National Finalists.</p> <p>More children attending range of clubs at all ages.</p> <p>100% of children have competed in 4 virtual events this academic year. All children across school have had the opportunity to attend a face to face event as well.</p> | <p>Further dodgeball opportunities next year. Explore new activities to engage different children as part of the Opening School Facilities bid – boxing and archery.</p> <p>Run quidditch in as ‘one offs’ to allow more children to experience it as well as ‘tester’ sessions for the spinning, boxing, archery and dodgeball.</p> <p>Continue to liaise with families and children to ascertain the clubs they want to be attending and sports they want to experience.</p> |

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| | | | | Continue to develop staff confidence through a range of after school activities – shared with others if needed. |
| To ensure that our curriculum for PE provides a broad and balanced offer with the opportunity for reflection/re-design if needed and ensure improvements in the quality of teaching, ensuring both excellent attainment and high levels of engagement from pupils. | <ul style="list-style-type: none"> Continue to provide a broad and balanced curriculum with a rich variety of sports contexts. | None | Children enjoy a variety of aspects as part of their PE curriculum. Pupil feedback indicates this. Changes have been made to include dodgeball at their request. | Further utilise the feedback from pupil surveys to impact on the content of the curriculum. |

Additional Achievements –

- Development of other skills (teamwork, resilience, determination, friendship) evident through the work done across PESSPA
- Addition of events which have reached ‘target groups’ or ‘inactive children’ has been a huge success. Further development here next year.
- Addition of dodgeball in to the curriculum this year following pupil voice last year.

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
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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: |
| OVERARCHING AIM - INCREASE THE NUMBER OF PUPILS COMPETING IN AN INCREASED RANGE OF COMPETITIVE OPPORTUNITIES SUPPORTING THE TARGET FOR ALL PUPILS TO BE ACTIVE ON AVERAGE 60 MINUTES A DAY, 7 DAYS A WEEK. | | | | |
| To ensure there are no financial barriers to participation in the sporting opportunities available. | <ul style="list-style-type: none"> Ensure that all costs are and can be met so that children don't miss out due to something out of their control. | £2390 | Transport costs and availability of buses have been restrictive this year. This has, unfortunately, prevented participation at 2 events. | <p>Bookings are made as early as possible.</p> <p>A minibus has been on order for over 12 months but due to global shortages, has not yet arrived.</p> |
| To provide as many opportunities as possible for children to compete in events – virtually and face-to-face. | <ul style="list-style-type: none"> Maintain current levels of access and seek further afield to extend opportunities. Provide as many appropriate opportunities for possible B and C teams and for participation/fun events ensuring that pupils of all abilities and activity levels are able to benefit from the advantages of representing school. | Membership fees already identified. | <p>This year, children have attended dodgeball and triathlon outside the area.</p> <p>B and C teams took part in inter school football event autumn term held at our school.</p> | Continue to attend such events and look at more. |

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| <p>Increase the desire of children to compete for school – become competitive at events with the greater aim of being successful.</p> | <ul style="list-style-type: none"> Greater training and emphasis on tactics, increase the link to resilience and teamwork and develop individual skills so that school can be successful. | <p>None</p> | <p>More success across the year at sporting events partly due to increased awareness of such skills and tactics.</p> <p>Children now think more when competing to try and outwit opponents.</p> | <p>This focus will continue with the hope that it continues to be successful.</p> |
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Additional Achievements –

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| <ul style="list-style-type: none"> Numerous achievements in sporting events – year 5/6 football league winners, year 3/4 football league winners, girls football league winners, sportshall athletics 2nd place, county panathlon finalists, basketball festival – 3rd and 4th place, Youth Sport Trust Changemaker Awards – shortlisted and highly commended in the ‘character and leadership’ category, sportshall athletics 3rd place (less active), dodgeball league winners, dodgeball regional winners, dodgeball national finalists, gymnastics year 3/4 3rd place, year 5/6 1st and 2nd places, archery, boccia and kurling 5th place and 1st place, tennis 4th place, cricket 4th place, athletics – year 2 1st place, year 5/6 2nd place. |
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Ongoing challenges:

- TRANSPORT – this is becoming a real barrier. Availability of buses and the costs charged have been impactful on how the rest of the PE Premium can be used. The school has explored the possibility of a minibus but this has been delayed several times due to global supply issues.
- SCHOOL BUILDING – the school has been chosen as part of the DfE’s Rebuilding Programme. This has been delayed currently but will have an impact on the availability of facilities on school site during the building and the immediate aftermath while landscaping happens.

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| Signed off by | |
| Head Teacher: | <i>D McDwarg</i> |
| Date: | 17/7/23 |
| Subject Leader: | <i>Nestor</i> |
| Date: | 17/7/23 |
| Governor: | <i>Reardon</i> |
| Date: | 17/7/23 |