

# 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.

Total amount carried over from 2021/22	£
Total amount allocated for 2021/22	£19351
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19250
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2023.	£ 19250

## 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. <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>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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 2022. Please see note above	62%
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	49%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	20%
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?	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:	
<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				Percentage of total allocation: % 41%
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:
Ensure children are physically literate and have a positive attitude to sport. Help children to be regularly active through the provision of opportunities to engage in after school sport and be active during the school day.	<p>Forest school provision to be given to all classes to increase children's activity levels and encourage active learning.</p> <p>Sports coach to be used in breakfast club to help raise activity levels through fitness workouts.</p> <p>Use videos and online resources to keep children active in classroom during bad weather.</p> <p>Employ sports coaches to provide additional PE lessons and lunchtime activities.</p>	<p>£5,321</p> <p>£1500</p>	<p>Children have all received weekly forest school sessions. This has enabled them to increase activity levels and learn in an active way.</p> <p>Breakfast club children able to start the day with an active workout.</p> <p>Lunchtime clubs well attended, ensuring children are physically</p>	<p>Continue to extend the range of sports clubs after school to engage the greatest number of children possible.</p> <p>Ensure least active children are targeted with sports clubs for future after school clubs.</p> <p>Look at the role of sports leaders and how they can continue to engage children in activity during playtimes and lunchtimes.</p> <p>Playground games Development of Sports Crew.</p> <p>Training Lunchtime staff in playground activities.</p>

	<p>Buy playground equipment to increase levels of activity during playtime. Timetable MUGA and trim trail.</p> <p>Continue to develop the whole school curriculum coverage.</p> <p>Relationship with School Sports Partnership, involved in festivals and events.</p> <p>A wide range of multi sport, girls football and Y5/6 football clubs provided.</p> <p>Children in Y4/5/6 have attended swimming lessons at Billingham Forum.</p>	£1000	<p>active during break/lunch times.</p> <p>Children had greater amount of equipment in each playground and staggered playtimes meant they had more space to play with it. There was also increased MUGA time for each class because of this.</p> <p>High uptake and attendance at afterschool clubs.</p>	<p>Plan an area for quiet games in the playground.</p> <p>All future plans dependent on COVID 19 situation and regulations.</p> <p>.</p>
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				% 0
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>Embed use of school games values (Passion, Self-Belief, Respect, Honesty, Determination and Teamwork) across the school and curriculum.</p>	<p>One value was concentrated on each half term in PE lessons. Certificates for each value awarded in sports festivals instead of winners' medals.</p>		<p>Children are familiar with the School Games values and how they can have a positive impact on their attitude and self-belief.</p>	<p>Continue to embed these values across the curriculum by displaying logos for values in classes each half term and asking staff to refer to them during teaching.</p>
<p>Children know that sport is valued and an important part of school life. Parents are informed about all the activities on offer and are made aware of opportunities available in the wider community.</p>	<p>Website/social media/ newsletters to be used to celebrate achievements of the children in sport and to inform them and parents of all the sporting opportunities available online .</p> <p>Continue to pass on information from different sports clubs and encourage children to attend. Recommend children for district trials and development centres.</p> <p>To date the children have attended numerous sporting events:</p> <ul style="list-style-type: none"> <li>• A KS1 multi sport festival</li> <li>• Y5/6 athletics</li> <li>• Y3/4 athletics</li> <li>• Y5/6 tag rugby</li> <li>• Y5/6 football</li> </ul>		<p>Social media/ newsletters continue to celebrate children's achievements in both in school and out of school sport.</p> <p>Y6 child have been provided with details of outside clubs such as Billingham Rugby Club. Girls have been encouraged to attend football development centres following communication with parents.</p> <p>Competitions throughout the year including a wide range of sports. Boost self-esteem and confidence.</p>	<p>Continue to publish online blogs to report on competitions etc. using Schoolgames website.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				37%
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:
Staff are confident to deliver PE lessons in a wide variety of sports and children receive high quality PE lessons.	<p>Employ specialist coaches and teachers to work alongside staff and demonstrate effective lessons.</p> <p>Children to have weekly lessons with sports coach. Staff have opportunity to observe lessons. Further CPD provided for staff who request it.</p> <p>PE Lead to be released to monitor PE teaching and assessment records.</p> <p>PE lead to attend SSP and 1590 Trust meetings and CPD sessions</p> <p>Ensure organisation of PE</p>	<p>£6200</p> <p>£250</p>	<p>Specialist coaches have been employed to teach PE alongside staff. Staff are observed confidently delivering lessons in a range of sports. Teachers subsequently feel more confident after team teaching with specialist coaches. Teachers are up-skilled.</p> <p>PE Lead has observed sports coach to obtain evidence of the high quality of weekly lessons provided. The Impact of this is high quality PE lessons taught across key stages.</p> <p>Assessments show that children make good progress in PE across the school. Monitoring shows how the vast majority enjoy PE and appreciate having expert sports coaches leading sessions.</p>	<p>PE Subject Leader to monitor and to provide support as appropriate in order to ensure progress and achievement are maintained by all pupils.</p> <p>PE Subject leader networks with colleagues at other schools to encourage ongoing sharing of good practice across schools. PE lead to attend bi-yearly conference organised by SSP.</p>

	cupboard enables staff to safely and effectively access equipment/resources.  Each area of the yard to be resourced appropriately.		PE lead has been kept informed of new developments in PE. PE lead has attended meetings to gain ideas for providing active learning opportunities and high quality lessons. This has been fed back to sports coaches and other staff.	
<b>Key indicator 4:</b> 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:
Children to have the chance to try out different sports.	Bring in sports coaches and companies to offer taster sessions in different sports.  Take advantage of Stockton Sports Partnership activities and taster sessions to broaden range of activities.  Use online resources to try out new activities  Residential visit to Robinwood for	£600	We were able to book the following activities:  Fencing taster sessions booked for whole school.  Y6 children able to experience kayaking, climbing, boccia and ice	Liaise with Partnership and other schools to find providers in different sports such as cheerleading or basketball etc. Offer new activities in after school clubs if restrictions allow.  Attend SSP club event next year to introduce children to



	<p>Y6 children. Children not attending taken to sports centre to try out new sports- rock climbing and ice skating.</p> <p>Effective use of links with local sports clubs is made to help G&amp;T children to further their skills. (when possible)</p> <p>Children know and identify ways by which they can stay healthy and take up many different opportunities to do so.</p> <p>Children are active at all times of the day and enjoy the activities offered.</p>		<p>skating during residential/ organized visits..</p> <p>Sports festivals organized for all year groups.</p> <p>Children that showed an aptitude for touch rugby have attended the Billingham Rugby Club U12 sessions.</p>	<p>local clubs and new activities.</p> <p>Sports Leaders to support and encourage other children to make healthy choices.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				25%
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>Fund transport to take children to events and tournaments</p> <p>Pay into Stockton Schools Sport Partnership to ensure continued access to competitions and physical activities.</p> <p>Maintain and replenish indoor athletics equipment to prepare teams adequately for Sports Hall athletics events.</p> <p>Transportation to competitions.</p>	<p>£1600</p> <p>£2318.40</p> <p>£1000</p>	<p>Y4 children attend athletics competition after restrictions were eased.</p> <p>Equipment bought for jumping/throwing Sports Hall Athletics events for use in after school club.</p>	<p>Continue to work with Stockton Schools partnership to ensure access to a wide range of competitions including virtual ones if necessary.</p> <p>Record to show an increased number of children taking part.</p> <p>Continue to improve access to competitive sport for Y2/3/4 children.</p> <p>Reintroduce Sports leaders to organize competitions for younger children</p> <p>Achieve School Games Platinum Award again when they are reinstated and prepare for an application for Platinum Award.</p>

Signed off by	
Head Teacher:	M Carlton
Date:	17/07/2023
Subject Leader:	D Rice
Date:	17/07/2023
Governor:	M Franklin
Date:	17/07/2023