

# 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](http://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 2021/22	13330
Total amount allocated for 2022/23	26111.00
How much (if any) do you intend to carry over from this total fund into 2023/24?	13930.00
Total amount allocated for 2022/23	26111.00
Total amount of funding for 2022/23 to be reported on by 31st July 2023	26111.00

## 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>	88%
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 2020. Please see note above	88%
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%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	88%
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?	N/A

## 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.

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<b>Financial Year:</b> 2022/23		<b>Total fund allocated:</b> £16680.00		<b>Date Updated:</b>	
<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: 2.8%
<b>Intent</b>		<b>Implementation</b>		<b>Impact</b>	
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:	
To inspire more children to become physically active throughout the day.		<ol style="list-style-type: none"> <li>1. October Active challenge- hosted by Harrogate Town AFC</li> <li>2. Sign up to the daily mile</li> <li>3. Encourage staff to give the children brain breaks through the use of go noodle</li> <li>4. Introduce play leaders. Explore opportunities to train staff/children.</li> </ol>		No cost	
For children to play together and be more physically active at playtimes.		Sporting Influence to carry out a sports leader intervention in school with our year 6 children in Autumn Term 2. The children will learn a range of leadership skills and will be fully equipped to support the younger children to play games at playtimes.  Summer Term 2- Sporting Influence to carry out Sports Leader programme		£375 for a 6-week block.	
				Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
				<p>The benefits to the children’s wellbeing, concentration and fitness have been excellent . The children enjoy the active breaks and are a lot more focused in lessons.</p> <p>Staff voice: <i>Children love it. It's a definite pick-me-up when energy flags in the afternoon.</i></p> <p>The children enjoyed the course and learnt a lot of transferable leadership skills, including communication, cooperation, resilience and being organised.</p> <p>Play times run smoothly and ensure that all children are being physically active.</p>	
				<p>Total cost= £750</p> <p>Sustainability and suggested next steps:</p> <p>This year we have used gonoodle and the daily mile.</p> <p>Embed these initiatives and look to introduce new ones to ensure children are still engaged.</p> <p>Other initiatives:</p> <ul style="list-style-type: none"> <li>• Skip to be fit</li> <li>• Imoves subscription</li> <li>• Continue the programme into the next academic year.</li> <li>• SI to support the children to plan the activities each week.</li> </ul>	

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	with our Year 5 children to prepare them for the role in September 2023.	£375 6-week block.	<i>Pupil voice: 'I like how there are lots of games to choose from. They keep me running around all playtime'</i>	
<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:
				0.3%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	£100
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:
Subject leader to ensure they are up to date with current policies and practices in PESSPA. To share good practice with other PE subject leaders across Harrogate and have access to new ideas. To gain access to different sport competitions and to hear about other competitions taking place across Harrogate.	Attend any CPD events hosted by Sporting Influence.	Free event. Pay CPD for NS to attend. £100 12-3pm November 9 <sup>th</sup> and March 22 <sup>nd</sup> .	This year Sporting Influence has been a vital tool to ensure networking and sharing PESSPA ideas could be maintained.  They have provided support including: *national updates *Ofsted guidance and support *school games	Continue to attend regular meetings.  NS look for opportunities to network and share good practice with other schools.
Raise the profile of PE across the Federation.	1. Intra house competitions after each unit of PE. 2. House captains to be nominated. 3. Display board in each school to share competition success, after school clubs, sports day photos etc.	Intra house competition medal/trophy.  No cost	The profile of PE has been raised significantly throughout the school. Children enjoy the competitions and appreciate being able to see their house teams progress.  <i>Pupil Voice : ' It is much better that we can always see how our house is doing'</i>	Continue to ensure that the profile of PE is raised through inter house competitions, display boards, captains.  SI staff to support school with this.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:
			44%
Intent	Implementation	Impact	£11,636.09
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:	
Helping support every child to develop the physical literacy, emotional and thinking skills to achieve in PE, Sport and life.	Real PE Jasmine Online Platform licence for the academic year  Rubber spot markers needed to support teachers delivery of REAL PE lessons.	£ 278.00 £695.00 £63.94 <b>Total</b> £1036.94	<ul style="list-style-type: none"> <li>All children &amp; staff accessing a simple, efficient and progressive learning platform with clear next steps and clear learning outcomes. Children have a clearer understanding of how to succeed through watching, coaching and assessing their peers.</li> <li>Newer members of staff to receive training in the autumn term.</li> <li>Training for EYFS to ensure they are getting the most out of the platform.</li> <li>Assessment training for all staff.</li> </ul>
Ensure that all children access a broad balanced and progressive curriculum. Staff to observe good practice to support them in their own delivery of PE lessons.	Sporting Influence Coaches contract. SI staff deliver PE lessons across the school and provide ongoing CPD opportunities for staff.	<b>Summer Term 1 &amp; 2 2022.</b> £2636.67 £2716.67  <b>Autumn(, 2022) Spring and summer Term(2023)</b>  £4,500.00 for 1 morning per week (£125 per morning) x 36 weeks	<ul style="list-style-type: none"> <li>All children enjoy their lessons and progress well. Children feel well supported and appropriately challenged.</li> <li>Lessons will be taught in Key stages from September. Class teachers to teach alongside the SI coaches to acquire knowledge and skills of how to do this successfully.</li> <li>Staff receive regular CPD opportunities each term. They observe, team teach and deliver PE lessons.</li> </ul>

Ensure that PE equipment is up to date and suitable to support Class Teachers and coaches deliver PE across the school.	Tennis balls needed to teach unit of work across the federation Dodgeballs Agility tables	£24.00 £104.85 £571.96	Children benefit from using equipment appropriate for the activity. Children are able to participate in after school clubs	Audit all PE equipment and replace any damaged equipment.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 5.5%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	£1450
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:
Provide children with the opportunity to learn the lifelong skills needed to cycle on the roads safely.	Bike ability sessions for year 6 children.  Balance Bike session for KS1 provided by pro ride	£240 x 1 £240  £200	All children completed the course successfully and felt they understood how to be safe on the roads today when using their bike.  All children completed the course successfully and felt they could ride a balance bike.	Continue to offer this opportunity to the year 6 children next year.  Continue to offer this opportunity to KS1 children next year.
To provide the children with the opportunity to take part in sports and competition across the federation.	Sporting Influence to facilitate inter house competition morning across the federation with y5/6.	£210	The children enjoyed the opportunity to play different sports with children from another school.	Look for more opportunities to continue the programme next year.
Well-being and mental health of children is more important than ever. Research has shown that exposure to the natural environment can have a positive effect on children's emotional and physical wellbeing.	Born of the Forest. Each class to attend a full day in the spring or summer term as part of their PE curriculum. Focusing on the following objectives:  KS1-master basic movements including running, jumping, throwing	£200 x 4= £800	All children explored a wide range of skills and objectives In one day that were beyond the class room.  Pupil voice : ' it was great to be outside all day'  ' we were using our balancing skills	<ul style="list-style-type: none"> <li>Continue to build on this relationship with a local business to enhance our PE curriculum.</li> <li>Explore their 'Wild passport'</li> <li>Consider opportunities for classes to visit born of the forest more regularly.</li> </ul>

	<p>and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>KS2- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>take part in outdoor and adventurous activity challenges both individually and within a team</p>		<p>whilst we were in the Forest'</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				4%
Intent	Implementation		Impact	£1600
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:
Participation in Sporting Influence competitions across the school.	<p>Signed up to attend the Sporting influence competitions.</p> <p>Autumn- Spring- Dodgeball, disability sports, multiskills. Summer-Cricket, Rounders, Athletics</p> <p>Children to participate in competitions with other schools in through the Harrogate High Partnership.</p>	<p>£60 x 2</p> <p>Invoice from academic year 2021/2022</p> <p><b>£1000</b></p>	<p>The children had a fantastic time attending the competitions. They enjoyed playing as part of team and representing the school.</p> <p>The children were able to implement the skills they had learnt in their PE lessons to a competitive context.</p>	To ensure sustainability- move to competitions within the school day with Sporting Influence to ensure all children attend 2/3 competitions a year.
<p><b>Total Spend to date (06/23) =£15,536</b></p> <p><b>Underspend =£10,575nto be spent by March 2024</b></p> <p><b>2023-2024 allocation= £16,590</b></p>				

Signed off by	
Head Teacher:	
Date:	

Subject Leader:	
Date:	
Governor:	
Date:	