

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	£4,600
Total amount allocated for 2022/23	£17,300
How much (if any) do you intend to carry over from this total fund into 2023/24?	£ 0
Total amount allocated for 2022/23	£21,900
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£21,900

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>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>	81%
<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>	81%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	81%
<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:	
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: 55.98%	
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:	Sustainability and suggested next steps:
Specialist coaches to deliver PE lessons alongside class teachers to develop both children’s and teachers sporting abilities. Teaching movement skills through gymnastics, dance and games. Ball control through various invasion games eg. Basketball, football, hockey, etc Team building and teamwork – through sport, outdoor adventurous activities, water sports etc. Importance of rules and ‘fair play’	Use Easington SSP to source high quality coaches specializing in various curriculum areas.	£ 7237.00	Progress and achievement of pupils. Children’s engagement and enjoyment in lessons. The majority of children have attained ARE in PE.	<i>Teachers were supported with Rugby, Tennis, Dance, Gymnastics and SAQ during the year. They now have the confidence and skills to teach these areas of PE themselves. They have a clear understanding of the sequence of skills within the lessons. PE Lead to speak with staff about support they need for next year, particular focus on new staff and staff moving to different year groups.</i>
Specialist coaches to deliver afterschool clubs. School Staff to provide after school clubs – to further develop children’s	Use Easington SSP and other outside agencies to source high quality coaches.		Increase children’s engagement and enjoyment. Less active children to attend	<i>Support clubs were offered each half term including, football, cricket, dance (Zumba) and Quidditch.</i>

<p>skills, stamina and teamwork.</p> <p>Regular swimming sessions for KS2 pupils. Children to improve their water confidence and swimming stroke. Develop stroke and ability to swim at least 25m using a recognisable stroke. Ability to enter and exit a pool safely. Understand the importance of water safety.</p> <p>PE Lead to carry out audit on PE equipment.</p> <ul style="list-style-type: none"> ➤ New PE equipment to be purchased. ➤ New playground play equipment to be purchased. 	<p>Timetable swimming sessions, Focus on children who need additional swimming support Update Swimphony and organise transport.</p> <p>New equipment purchased. There is enough equipment for a full classes to carry out core tasks on the PE long term plan.</p>	<p>£2875.00 + Transport £539.03</p> <p>£1610.00</p>	<p>A high 81% of pupils are able to swim 25m. All KS2 children had the opportunity to participate in regular swimming sessions.</p> <p>All core tasks can be taught and carried out effectively. Children are more active and engaged in PE sessions.</p> <p>There is increased activity during break times. Children are using equipment on the school yard to further develop their skills.</p>	<p><i>Continue to offer a range of clubs. Carry out pupil survey to see what clubs children would like to be organised next term.</i></p> <p><i>A high percentage of children were able to reach ARE and perform a range of strokes and safe self-rescue than the previous year.</i></p> <p><i>Next academic year - Specifically target the Year groups which have not had a significant number of sessions at the swimming pool.</i></p> <p><i>Lessons ran smoother as there was more equipment to ensure greater participation.</i></p> <p><i>Teachers encourage children to use skills taught in lessons to develop their play on the school yard. Children are transferring skills independently.</i></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: 6.87%
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:	Sustainability and suggested next steps:
Awards and celebration assembly.	Celebrate achievements in PE lessons. Sport certificates/ medals/ trophies shared in celebration assembly. End of year outstanding awards.	£300.00	More children attend clubs and joining teams. An increase in the number of children sharing achievements. An increase in the number of children engaging in afterschool clubs and clubs outside of school.	<i>After school clubs were very well attended in both KS1 and KS2. Children continue to share their out of school achievements. Next steps: encourage more children to be involved in after school clubs and clubs in the local community.</i>
Sports Day	Rewards for sports day. All staff promote and encourage	£150.00	Parents are aware of what afterschool activities are on offer. More children attend after school clubs than the previous year. Parents are keen to attend and support sports events. Parents informed when outside agency events are allowed spectators. Children are proud of their achievements and are eager to talk to others about what they have done. Other children are inspired and	<i>Football, Y2 OAA day and Y6 Outdoor Activity experience Judo sessions for whole school Y5 Kayaking and canoeing - information was shared as well taster sessions. Next steps: to continue to promote Sports and share information with parents. Introduce different Sports and showcase children's skills.</i>

<p>School Festive Fun Run – developing distance running – stamina, pace, speed control etc.</p>	<p>Children enthusiastically participate in ‘Festive Fun Run’</p>	<p>£705.00</p>	<p>have shown interest in joining afterschool clubs etc. Sport and children know that their achievements are recognised and celebrated.</p> <p>All children enthusiastically took part in school fun run. They have a good understanding of:</p> <ul style="list-style-type: none"> ➤ Importance of warm up and cooling down ➤ Pace and stamina ➤ Speed control ➤ resilience <p>Parents enjoyed supporting the run – helping children to understand the importance of perseverance.</p>	<p>Provide further opportunities to develop skills and enjoyment in running e.g. Colour Run, Cross Country</p>
<p>Arrange skipping workshops for whole school.</p>	<p>All children participated in the skipping workshops.</p>	<p>£350.00</p>	<p>Children enthusiastically participated in skipping workshops. Developed:</p> <ul style="list-style-type: none"> ➤ new skills ➤ techniques ➤ stamina ➤ competitiveness ➤ improved fitness levels 	<p>School purchased additional skipping ropes – children use these during playtimes. Children can be seen teaching other children new skipping skills and games.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				33.04%
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:
Upskilling staff by supporting them in delivering high quality PE Lessons. This will improve progress and achievement of pupils.	Use Peterlee Partnership and other specialist coaches to support teachers and to help baseline pupils so that the impact can be measured by the end of the topic. Meetings with coaches to review progress. Ensure all staff are following medium term planning and assessing using GoogleDrive resources.	£7237 as above (within Key indicator 1 Partnership)	All staff using long term plan to ensure a range of sports are taught. All staff have access and are using GoogleDrive lesson ideas to support their planning. Data shows that children are making progress within PE	<i>Ensure new members staff are familiar with how to use GoogleDrive. This supports with planning and organising lessons and skill progression. Further support new staff and staff moving to different year groups for the next academic year.</i>
Provide staff with up to date CPD and resources.	Identify local courses and ensure supply cover is organised to enable staff members to attend. PE subject leader to attend regular PLT meetings and feedback to the rest of the staff.	As above (within Partnership)	Better subject knowledge of how physical activity can be incorporated across the curriculum. Staff upskilled. Children have learnt; new skills, rules and games. Children are enthusiastic about new games and more children are involved in afterschool sports.	<i>PE Lead to continue attending necessary courses and feedback to staff during staff meetings. PE Lead to recommend/ offer courses of interest. Book relevant courses to support newer members of staff in particular. To arrange interschool competitions.</i>

<p>PE Lead to attend regular PLT meetings.</p>	<p>Keep staff up to date on any changes regarding funding, competitions etc. Book and organise activities and support.</p>	<p>As above (within Partnership)</p>	<p>More activity days and after school clubs were booked and children have had more opportunity to attend competitions. These further extended children's skills, teamwork (sense of belonging) and understanding of 'competition'.</p>	<p><i>Children received plenty of choice for after school clubs this year.</i></p> <p><i>Competitions attended were:</i></p> <ul style="list-style-type: none"> ➤ <i>Tag Rugby</i> ➤ <i>Quidditch</i> ➤ <i>Cricket</i> ➤ <i>Dance.</i> <p><i>Extending the variety of competitions school is involved in will be a main focus next academic year. PE Lead to liaise with other staff members.</i></p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 30.11%
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:
Y2 OAA Day- ability to work co-operatively as part of teams to overcome challenges. To develop co-ordination, balancing and thinking skills in active situations.	Organise transport to Shotton Hall.	£ see transport costs	Children have experienced a range of outdoor sports and activities and have enjoyed the opportunity to compete alongside children from other schools. Able to successfully work as part of a team to overcome challenges.	Very enjoyable day. Many activities can be replicated in the school grounds – can be introduced to other Year groups. <i>Plan to take Y2 next academic year.</i>
Intro to Hoopstarz – learning how to hoola hoop – increase fitness levels and stamina.	Organise weekly Hoopstarz training sessions and after school clubs.	£1594.00	Children are able to hoola hoop and use these skills to perform different tricks and games.	<i>Children enjoyed sessions – children can now be seen practicing their skills on the school yard at breaktimes.</i>
Kayaking and paddle boarding – developing children’s water skills and confidence.	Arrange with Seaham Marina to organise sessions of water sports for Y6 pupils. Organise transport.	£5000.00	Children have developed skills and confidence in water sports. They know how to: <ul style="list-style-type: none"> ➤ Enter and exit water safely ➤ Dress suitably for the specific activity ➤ Recognise and use different paddles for different activities ➤ Make a kayak, paddle 	<i>All children, including those who are reluctant in PE took part and enjoyed themselves. Some children have arranged to have additional sessions with their parents.</i> <i>Plan future sessions and target other Year groups. Target Year groups which are inactive.</i>

			board and canoe move forward, backwards and turn Developed new skills. Provided children with new experiences.	<i>See above</i>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				7.03%
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>Allow children the opportunity to perform competitively in any upcoming competitions(external) – develop team skills and ‘fair play’. Participate in competitions and festivals:</p> <ul style="list-style-type: none"> ➤ cross country, ➤ athletics, ➤ football, ➤ basketball and ➤ cricket 	PE lead to look at which sports are being taught in each class and keep up to date with related competitions and festivals.	Transport: £1,040.00	<p>Increased participation. Providing new and exciting opportunities for children including those that are less active.</p> <p>Pupils have developed:</p> <ul style="list-style-type: none"> ➤ Good teamwork – being supportive with each other – offering advice and encouragement ➤ Understanding of rules ➤ Resilience 	Continue to aim for increased participation
Regular football matches and tournaments	Provide coaching and book transport for competitions and tournaments.	Within transport costs.	<p>Increased participation of children in matches and tournaments.</p> <p>Improved skills and performance.</p> <p>More children joining out of school teams.</p>	<p>Children committed to the school football team – regularly attending training sessions and matches.</p> <p>To ensure that more children have the opportunity to be part of the school team – widen training sessions.</p>
Cross Curricular Orienteering – develop orienteering skills and build	Lots of opportunities for children to engage in physical activity within the school grounds.	£500.00	Increased levels of fitness by all children. Providing a range of activities to target children who	All classes have CCO timetabled and children are encouraged to carry out

up fitness and stamina levels.			aren't as interested in PE. All children have developed: <ul style="list-style-type: none"> ➤ Map reading skills ➤ Able to locate key check points ➤ Complete the course within a given time ➤ Speed of completion ➤ Ability to traverse over rough terrain 	<p>orienteering which focuses on different aspects of the curriculum.</p> <p>Make sure that new staff are properly introduced to CCO and that it is built into 2023-24 timetables</p>
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Head Teacher:	<i>Miss J. Jones</i>
Date:	10 th July 2023
Subject Leader:	<i>Rachel Butler</i>
Date:	9 th July 2023
Governor:	<i>Mrs J. Cartwright</i>
Date:	11 th July 2023