

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 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](#).

Created by:



Supported by:



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2022/23	£18310
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£18310
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£18310 + £240

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 2023.</p> <p>Please see note above</p>	100%
<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>	93%
<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>	

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: 22.7.23		
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: 22%
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:
<ul style="list-style-type: none"> Daily lunchtime clubs to engage all children in high quality team games particularly non-active pupils lead by the Featherstone Foundation. Children identified as 'non active' to access further physical activity opportunities – within school, outside school Further raise the profile of physical activity breaks through skipping and the daily mile for all classes. All pupils to participate in at least 15 minutes additional a activity per day eg. Go noodle, skipping Playtime bags introduced for playtimes with equipment that enables children to practise fundamental movement skills. 	<ul style="list-style-type: none"> Identify non-active pupils (are they similar to previous year) Regular reminders to staff around the importance of activity breaks. PE leader – pupil voice recorded to ensure physical breaks are taking place. Order equipment for FMS playtime bags Monitor the use of bags, are they being used effectively? Pupil voice 	£4000	<ul style="list-style-type: none"> 100% of non active pupils engaging in daily physical fitness. All children have been active during breaks/lunchtimes. Fitness levels improved for all children – Featherstone Rovers All classes participate in a daily run/skip. Children challenge themselves to improve and are proud of their achievements. Children regularly bring FMS bags out. Children setting up own games that encourage physical activity for large groups of children. Pupil voice evidences bags used and having impact on fitness. Active playground used at 	<ul style="list-style-type: none"> Well established resources provided continues physical activity opportunities both within lessons and during breaks Relaunch skipping and daily mile initiative. Year 5/6 playground leaders, can they lead/refer specific games for younger children.

<ul style="list-style-type: none"> Implement an active playground – playground markings and ActiveAll wall to support independent physical exercise. Further Increase the profile of physical activity in the early years/Key Stage 1 			playtimes independently by children. Children improve their fitness independently.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 4.5%
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:
<ul style="list-style-type: none"> Further developed the whole school celebration of sport through weekly and termly awards Train a physical activity/wellbeing pupil council to lead physical activity throughout the school ClassDojo used to celebrate sporting values. Increase the profile of physical education through inspiring pupils to achieve in sport. Develop class sport ambassadors to lead activity breaks throughout the day (KS2) Continue to develop physical activity at home through providing an online platform of ideas for parents and children to enjoy at home. 	<ul style="list-style-type: none"> Weekly celebration of sporting achievements Termly awards ceremony lead by the PE lead Inspiring Olympic athletes in school to raise the profile of sport. Physical activity council recruited. Half termly meeting to be held. Train class sport ambassadors to lead activity breaks in KS2. PE lead to monitor physical activity through the use of class heatmaps Platform created on the school website to provide parent with ideas to develop physical activity outside of school hours. Create links with healthy schools to provide parents physical activities within the local area. Use of technology in year 5 and 6 to analyse technique and principles of specific sports 	£850	<ul style="list-style-type: none"> Weekly celebration of sport in assembly continues to raise the profile of sport throughout school. Athletes in school delivering inspiring workshops to each class. Parents/carers have access to physical activities outside of school hours – leaflets, ClassDojo information – Children report an increased attendance at external activities promoted by the school Children keen to achieve sports values, medals, Children express their eagerness to achieve medals. Parents supported to create a healthy lifestyle for their 	<ul style="list-style-type: none"> The profile of sport and physical activity increased throughout school. Continue to promote the 6 sports values in school and their importance in games. Continue to develop the online platform for physical activity.

			<p>children reducing inactive pupils.</p> <ul style="list-style-type: none"> Teaching staff have an increased awareness of the physical activities of their class throughout the week. This has supported staff to adapt the day increasing pupils' physical activity. 	
--	--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
	40.5%

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:
<ul style="list-style-type: none"> Continue to increase the knowledge and confidence of school staff through personalised mentoring, planning support – focus on dance, rugby, tennis, table tennis Extend opportunities for pupils through hiring qualified sports/pe coaches to work alongside teachers. 	<ul style="list-style-type: none"> Staff to identify from their year group overview areas they need further CPD. PE lead to identify appropriate CPD for individuals/whole groups Identify coaches to extend more able pupils– cricket, rugby, tennis, table tennis, dance 	£7400	<ul style="list-style-type: none"> Staff continue to feel supported and confident to develop pupils in PE. Pupils receiving a higher level of teaching More able pupils needs met through high quality coaching particularly gifted and talented pupils. 	<ul style="list-style-type: none"> Increased confidence over time by staff in all sports. Review expectations of more able pupils /gifted and talented. Continue to upskill staff in a range of sports

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 22%
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:
<ul style="list-style-type: none"> • Provide subsidised after school and lunchtime clubs to all pupils. • Continue to purchase a broader range of sports equipment in order to offer a greater variety of sport to all children. • Engage more non-active children in sporting events – all children to attend competitions • Develop links with professional teams to engage and inspire pupils eg. Wakefield Trinity, Leeds United, Featherstone Rovers • Partner with other local clubs to develop sport and activity clubs after school hours. 	<ul style="list-style-type: none"> • PE leader to identify of school overview equipment to be purchased • Identify non- active pupils and encourage participation in sporting activities • Identify non-swimmers • Broaden the range of after school clubs to include outdoor adventure. 	£4000	<ul style="list-style-type: none"> • Equipment purchases to provide high quality provision for all areas of the PE curriculum. • Broader range of sports offered to all pupils including table tennis, outdoor adventure, cycling and tennis. • Local professional sports people including rugby players, runners have inspired pupils to further develop sport outside of school. • Networking with the local sports club to lead after school activities has broadened the opportunities 	<ul style="list-style-type: none"> • Broad range of sports continue to be embedded throughout school. • Pupils engaged in a range of sports to create a desire to keep active outside of the school environment • Continue to research different sports to implement in school.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				13.5%
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:
<ul style="list-style-type: none"> Engage with local school to reintroduce local competitions Encourage all pupils to engage in the national school games Plan competitions in all aspects of school sport through a personalised school competition calendar. 	<ul style="list-style-type: none"> Arrange a meeting with local schools to create a competitions calendar Establish links through Featherstone Rovers Foundation to externally provided competitions Create a high profile school games 	£2300	<ul style="list-style-type: none"> 100% of pupils participated in at least 1 sporting competition. 100% of pupils engaged in the national school games lead by Featherstone Rovers. All children achieved success Pupils confidence to compete developed. Pupil voice shows that pupils enjoy the challenge of competitions and have a desire to compete. Children proud of their achievements 	<ul style="list-style-type: none"> Rolling yearly local competitions embedded for future cohorts. Pupils develop the desire to compete, encouraging less competitive pupils to join in. Achievements and trophies achieved displayed in school to acknowledge success. Focused pe sessions to develop competitions in all areas of pe

Signed off by	
Head Teacher:	<i>M Jones</i>
Date:	22.07.23
Subject Leader:	<i>Emily Long</i>
Date:	22.07.23
Governor:	<i>C Jones</i>
Date:	22.07.23