

# 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 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment. The funding **should** be spent by 31<sup>st</sup> July but the DfE has stated that there will be **no clawback** of any unspent money so this can be carried forward into 2023/24.

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	£ 2436
Total amount allocated for 2021/22	£ 16549
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 2662
Total amount allocated for 2022/23	£ 16530
Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023.	£ 19192

## 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><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></p>	<p>Children practice these skills when they swim in Year 3 and 4. They further practice water safety throughout school through PSHE where this topic is covered. All our children can safe self-rescue i.e., know they need to float on their back and shout for help. 73% have achieved or taken part in Swim for Life sessions. 78% of Year 4 have at least 25m and range of strokes.</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><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 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>	100%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></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 <b>over and above</b> 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: £19192		Date Updated: 24.7.23	
<b>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</b>					Percentage of total allocation: %15.72
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>Curriculum subjects include some aspect of physical aspect as part of daily lesson plans. Topics to include some physical activity to enhance the children’s learning experience. Including an Active Maths Lesson  <a href="https://www.teachactive.org/my-account/">https://www.teachactive.org/my-account/</a></p> <p>Lunchtime activities include targeting specific children who are less active and encourage them to participate.</p> <p>Timetable active lessons for non PE days.</p> <p>Gardening to be built into Forest Schools/other class timetables and curriculum to encourage alternative physical exercise and link to the 5 ways to well-being so children get a more 360 approach to healthy life style.</p>	<p>Plan events and book external providers to provide curriculum enhancement.</p> <ul style="list-style-type: none"> <li>• Dance Story Telling workshop- China day (English and Physical)</li> <li>• Jazz Music Workshop – movement to music</li> <li>• Dance through the decades</li> </ul> <p>Play Leaders and Sports Coach to lead dinnertime activities 12:30-12:55. Resources for Play Leaders required.</p> <p>Monitor participation for adult run clubs with additional focus of PP children.</p> <p>Introduce Friday Fit into timetables as well as active 10.</p> <p>HEGG Pupil Voice Group (Husthwaite Eco and Gardening Group) and Healthy</p>		£3017.00	<p>Physical activities incorporated into curriculum enrichment days to continue ‘active lifestyle’ focus</p> <p>Activities offered at lunchtime encourage children to be physically active throughout the day. Less ‘formal’ activities encourage reluctant children to be more responsive at joining in.</p> <p>Non PE days include a 15 minute fitness routine to meet target of at least 30 minutes activity each day.</p> <p>Wellbeing focus links to physical activity and pupils gain knowledge of the ‘bigger picture’ to achieving a healthy lifestyle.</p> <p>Bronze Healthy School Award Achieved.</p>	<p>Continue to plan curriculum enrichment days that include physical activities.</p> <p>Sports Leaders to achieve the PlayMakers award in the next academic year.</p> <p>Continue with Friday 15 Fitness on the timetable.</p> <p>Continue with pupil voice contributions to healthy school strategies and embed into some curriculum activities.</p> <p>Aim for Healthy School Silver Award.</p>

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<p>Pupil Voice Groups to contribute to whole school approach for achieving healthy and active lifestyles</p> <p>Achieve Healthy School Status.</p> <p>The PSHE curriculum target aims for achieving Healthy Schools status</p>	<p>Schools Pupil Voice Group give further opportunities to participate in alternative active lessons linked to healthy lifestyles.</p> <p>Pupil voice groups visits to Harlow Carr RHS Gardens &amp; Allerton Waste Park to attend workshops linked to Healthy Lifestyles</p> <p>Purchase of a sequential PSHE curriculum plan for whole school approach to Healthy School Status (Jigsaw) – 3 year licence.</p> <p>Staff release to attend Healthy School training and submission of evidence for award</p>			
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<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>	<p>Percentage of total allocation: 30.6%</p>
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Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>School values linked to the School Games Values to promote the ethos of the school and children’s behaviours for learning.</p> <p>Forest Schools are available to all children to enhance and improve their attitudes to learning, promoting growth mindset vocabulary. Outdoor learning encourages social and physical related routines.</p>	<p>Link School Values and School Games Values through Celebration assemblies.</p> <p>Sports and Health Week to include activities linked to school ethos and positive mindset.</p> <p>PE coordinator planning time to organise Sports and Health Week.</p> <p>All school staff to work alongside Forest</p>	<p>£5875.00</p>	<p>Pupils’ behaviour represents the school ethos and know how school values permeate throughout their learning, including PE. Sports and Health Week includes rewards for each School Games Value.</p> <p>Inspirational speaker (Jasmine Harrison) gave a talk to pupils about being first woman to sail</p>	<p>Take raising the profile further by integrating into PE sessions and use the stickers linked to Values when children demonstrate the value.</p> <p>Use Moki Watches for some sessions and compare to ordinary school day so children can see increase in steps.</p>

<p>Pupil Voice to help direct PE curriculum.</p> <p>Regain Platinum School Games mark under reformed format.</p> <p>Create a PE Curriculum Manual to ensure a sequential and progressive curriculum that includes LTP, Medium term planning resources, vocabulary, skills, and knowledge, SEND Provision and assessment.</p>	<p>School teacher to enhance their knowledge and gain new strategies for engaging reluctant learners in active lessons.</p> <p>Use Koboca survey to use as baseline at start of year. Subject leader to speak with a group representative of children and survey pupil views face to face against Deep Dive questions. Analyse results then resurvey at the end of the year to compare results. PE coordinator planning time to evaluate survey and plan next steps.</p> <p>Focus on new School Games Mark for 2022-2023 and ensure objectives are being met.</p> <p>Identify resources needed to top up or supplement PE curriculum new curriculum.</p> <p>Consider use of Twinkle Move to supplement teaching and learning.</p> <p>Subject leader planning time required to draft new sequential PE curriculum manual.</p>	<p>solo across Atlantic – “anything is possible. Growth mindset philosophy can be applied to sporting achievements.</p> <p>Children’s gross and fine motor skills improve with the use of different materials and tools on a large and small scale through Forest Schools. Children’ stamina also improved with walking around the site.</p> <p>September baseline surveys used as evidence for including pupil voice in implementing PE strategies for school improvement. Active 60 minutes was the focus objective and achieved (See KI1)</p> <p>Achieved Platinum Award 11.7.23 Award is evidence of hitting key targets for children’s daily physical activity and inter-school sport.</p> <p>Clear steps now evident for pupil progress.</p> <p>Equipment ensures provision of quality PE lessons. New resources purchased include equipment for: Rugby; football; netball; athletics; hockey, cricket.</p>	<p>Create a Forest Schools ‘Manual’ that focuses on progression of fine and gross motor skills.</p> <p>Evaluate the start of year against end of year surveys to ascertain any areas for improvement to be included in following years.</p> <p>Maintain Platinum award.</p> <p>Continue implementation of sequential PE curriculum manual.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				20.6%
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>All staff to teach alongside a specialist sports coach to enhance their knowledge, gain new skills and further their confidence in delivering and teaching PE.</p> <p>Embed use of PE tracking to enable pupils to make expected progress with assistance of specialist coach to ensure quality PE lessons.</p> <p>A progression skill to be included every few weeks to evaluate progress and confirm if target achieved.</p>	<p>Continue to employ specialist sports coach to deliver PE.</p> <p>Trackers provided to all class teachers to monitor individual children's progress.</p> <p>New assessment to be linked to Twinkl Move from September 2023</p>	£3955.00	<p>Quality PE lessons are being delivered to pupils and monitored against PE trackers.</p> <p>Gaps in children's progress and learning in PE, ie can they skip/hop, and next steps identified for continued expected progress.</p> <p>Use of trackers clearly shows pupil progress and a high percentage achieving better than expected progress:</p> <p>Outdoor PE (Games and Athletics) WTS = 4% GDS = 12% EXS = 84% EXS+ = 96%</p> <p>Indoor PE (Dance and Gymnastics) WTS = 4% GDS = 8% EXS = 88 % EXS+ = 96%</p>	<p>Maintain specialist coach to continue quality of lessons. Consider CPD for sports coach to ensure current knowledge/skills is upheld and is cascaded to all staff.</p> <p>Continue use of trackers to ensure children are making at least expected progress.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				10.47%
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>Additional achievements:</p> <p>Seek opportunities to try new sports and alternative sporting experiences to be included in Sports and Health Week.</p> <p>Facilitate the opportunity for children to attend residential visits which offer a variety of outdoor activities that are not normally offered during school time.</p> <p>Get the bi-annual residential visits back on track; Y3/4 year 1 and Y 5/6 attend Year 2.</p>	<p>Book a 'different' sports for the Sports and Health Week.</p> <p>All Y3 children to attend residential summer 2023 to regain biannual cycle of residential.</p> <p>Provide transport for residential trips to help with costs so all children can attend.</p> <p>Organise staff cover to accompany pupils on residential</p>	£2010.00	<p>Scout Fit workshop delivered to all children giving equal opportunity to experience professional teaching of scooters. Chi-Chi aerobic dance workshop gave children an introduction to a fun, high energy aerobic activity.</p> <p>Children learnt the importance of a healthy active lifestyle during sports week and discovered new sports and activities they enjoyed which could be continued at home or skatepark. They also saw what dedication and determination to a sport can help you achieve through the Inspiration Sportsperson talk (see KI 2)</p> <p>Year 3 pupils can now be given the chance to attend two residential visits during primary years giving opportunity to experience new and different activities, providing life skills, self-belief and independence. Children accessed a variety of OAA</p>	<p>Seek new sport for next Sports and Health Week – continue breadth of activities which also appeals to those pupils who are less interested in 'traditional' sports.</p> <p>Continue to provide funding assistance for residential visits transport to assist with cost for children to attend.</p> <p>Continue with biannual residential visits - next year Y5/6 to attend Newby Wiske PGL (Year 2 cycle of bi-annual visits) enabling all children to experience residential visits as part of school vision offering a broad and varied range of activities.</p>



			<p>activities and experienced new sports or physical activities. Different gross motor skills introduced. Activities included:</p> <p>High Ropes and Zip Wire          Tree Climbing          Kayaking          Raft Building          Problem Solving: including lifting large tyres, tying Ropes, balancing on large see-saw          Archery          Orienteering</p>	
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<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				7%
<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	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>consolidate through practice:</p> <p>Re-establish interschool and competitive competitions across cluster schools. Engage all children to participate in at least one event.</p> <p>Continue Virtual competitions and take part in face to face ones if they become available</p> <p>Competition- Look at how Husthwaite can be involved in more competition beyond virtual competitions now secondary school is no longer providing intersport competition.</p> <p>Arrange Federation matches with different sports and year groups.</p>	<p>Explore interschool activities – liaise with cluster schools. PE Coord to speak to SGO.</p> <p>Arrange and host a cluster interschool sport competition on school site.</p> <p>Facilitate opportunities for children to attend activities off school site and experience new sporting events and locations by providing transport and staff to accompany.</p> <p>Enter appropriate virtual competitions to further children’s experience of peer group and interschool competition.</p> <p>Liaise with Federation School for across federation sporting matches.</p> <p>Arrange transport and appropriate staff cover to accompany children attending interschool sports.</p>	<p>£1345.00</p>	<p>We hosted a KS1 (R-Y2) Fun Run as well as a KS2 Cross Country Event which enabled 100% of children to participate in at least one interschool competitive sport.</p> <p>Children across different year groups participated in virtual competitions such as The Cooper Run and Ultimate Warrior which are stamina-based activities.</p> <p>Children gained confidence to compete with other peer groups and were given the opportunity to further stretch their abilities beyond known competitors.</p> <p>Children built better stamina and the impact of this was seen in the cluster KS1 Fun Run results and KS2 Cross Country results.</p> <p>Half termly Virtual Brain break activities e.g. plank shoulder taps and chair squats have positive impact on learning. The brain break activities demonstrate that competitive activities take on different guises, and can assist with mental wellbeing and help pupils’ concentration and attitudes to learning (see KI 2)</p> <p>All children have participated in at least one competitive sport achieving a 100% target.</p> <p>Supporting children’s achievements and mental attitude in other competitive events outside the federation.</p>	<p>To include more opportunities for Y3/4 to enter interschool competitions.</p> <p>Continue to host an interschool event to help maintain a target for 100% pupil participation in at least one competitive sport.</p> <p>Timetable some classroom-based brain breaks which encourages peer support and informal competitiveness to achieving positive mental wellbeing and improvements in behaviours for learning.</p>
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Date:	
Subject Leader:	G Goodchild
Date:	
Governor:	
Date:	