

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 31st 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	£
Total amount allocated for 2021/22	£17,979
How much (if any) do you intend to carry over from this total fund into 2022/23?	£6
Total amount allocated for 2022/23	£ 17,903.00
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 17,909.00

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. 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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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. Please see note above	90%
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	86.67%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	76.67%
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?	No

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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: £17903		Date Updated: 25 th July 2023	
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: %
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>To increase physical activity throughout the school day for all pupils.</p> <p>Ensure physical exercise and education is child lead by providing opportunities for school council to suggest games and equipment to use during lessons and during lunch time play</p> <p>Develop an early intervention in EYFS and KS-1 to develop positive attitudes to sport, health and exercise and improve basic fundamental movement skills.</p> <p>All pupils more consistently make healthy lifestyle choices. This is spread from physical activity to lunch time choices and break time snacks</p>	<p>- Structured lunchtime and breaktime play - Physically active after school clubs</p> <p>Support lunch/break staff to encourage active play sessions. This can be using playground equipment or simple games</p> <p>Train Sports Leaders to organise simple games at lunch times to engage some pupils who might be inactive.</p> <p>Use house captains for pupil voice so that pupils are consulted about the activities offered.</p> <p>Continue to use a register system (non PE days) to track pupils' Physical Activity levels every half term - this data will tell us exactly who to target and support by creating additional opportunities for these pupils to be active, (snapshot week each half term)</p>	<p>Ongoing training and support is offered through our Real PE package. (covered in indicator 3)</p> <p>Equipment across the school to replace old/broken and also active breaks</p> <p>£900</p> <p>Subsidised holiday club places</p>	<p>All staff are trained in how to engage children in physical activities during morning and lunchtime play</p> <p>A range of activities are encouraged at playtimes with more specialist equipment for Reception and Key Stage 1 children, to ensure that all children are active for more than 30 minutes a day</p> <ul style="list-style-type: none"> Pupil voice shows that the majority of children enjoy partaking in team games such as football, netball with other pupils during playtime and lunchtime play (some staff led). <p>The school promotes and supports walking, scooting and bicycling to school and has secure storage facilities for bicycles.</p> <p>The school promotes activities such as</p>	<p>Develop the role of active playground leaders through training and resourcing.</p> <p>Encourage participation in a wider range of physical activities for EYFS and KS1 children at lunch time using active bags.</p> <ul style="list-style-type: none"> Gain further pupil opinion, through surveys and School Council on what games and equipment will increase motivation and participation 	

	<p>Linked to above monitor how active pupils are outside of school! Conduct a pupil survey to find out how active pupils are in their own time.</p> <p>Fund sports/activity club places for vulnerable or PP children with low exposure to activity opportunities during holidays.</p>	£1000	<p>Bikeability programme. All Year 6 pupils completed</p> <p>Various after school clubs each term linked to Leeds Schools competitions or pupil voice</p> <p>Pupils across the school more active on a daily basis and enjoy being active</p> <p>There is a targeted intervention programme this is to improve confidence/skill level.</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:
%

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>PE, sport and physical activity are a central part of the school development plan. The context of PE, sport and physical activity is used across the curriculum and the skills and positive values of this subject area are integrated into the school ethos.</p> <p>The profile of PE, sport and physical activity is raised across the school and is seen as a tool for whole-school improvement.</p> <p>There is a recognition that: - PE, sport and physical activity gives us the opportunity to teach life skills such as cooperation, reliance and</p>	<p>Create a 2 tier PE curriculum where fundamental skills are developed using Real PE but this is interlinked with opportunities to apply these in more sports-specific ways</p> <p>Ensure PE, sport and physical activity remains visible in the school (assemblies, notice boards, school website, local press, pupil reward and recognition of pupils)</p> <p>Develop the use of sporting role models as a tool to engage and raise achievement. Sports Leaders and</p>	<p>on certificates, stickers, frames, copying</p> <p>£100</p> <p>Real PE Jasmine licence costs (covered in Indicator 3)</p>	<p>Every child has been offered at least 2 'come and try' sessions on a variety of sports/activities to promote active lifestyles and to potentially spark an interest or sport talent in something new.</p> <p>PE, sport and physical activity continue to have a high profile and are celebrated across the life of the school. It is celebrated and included in school newsletters,</p>	<p>Parental feedback highlights an understanding of the importance of the PE curriculum</p> <p>Pupil and parent voice indicate awareness of sporting achievements</p> <p>Develop further the house competition system beyond sports day.</p>

<p>responsibility. We use Physical Education as a true cross-curricular approach to allow our children to develop the skills they require for lifelong learning.</p> <ul style="list-style-type: none"> - PE, sport and physical activity can be used to develop the whole person including thinking, social and personal skills. - PE, sport and physical activity can aid the development of fine and gross motor skill development which link to academic achievement. - PE, sport and physical activity can impact on whole school outcomes such as pupil's behaviour and attendance. 	<p>Team Captains</p> <p>A trial of House competitions have been carried out on Friday lunchtimes for Yr 4, 5, 6</p> <p>Celebrate PE, sport and physical activity opportunities:</p> <ul style="list-style-type: none"> - during assemblies/individual classes - opportunities, i.e. clubs or at lunchtimes is recorded and celebrated! - celebrate the whole child! (GT/beginners) <p>Celebrate the physical alongside the personal skills too to promotes mastery learning and ensure life skills are deep rooted in the learning pupils are exposed to.</p> <ul style="list-style-type: none"> - celebrate physical successes that happen outside of school! In Friday assemblies. <p>Promote /encourage pupils to bring in photos for the display to showcase their sports and Physical Activities outside of school, encouraging others to be active and raise the status of PE.</p>		<p>assemblies, social media, local press and is featured on school noticeboards.</p> <p>The house system promotes a sense of pride and teamwork to gain points for their house.</p> <p>The importance of personal development (physical skills, thinking skills, social skills and personal skills) are prevalent throughout PE, sport and physical activity. Pupils learn to respect and work with each other, exercise self-discipline and act in a safe and sensible manner. Pupils demonstrate:</p> <ul style="list-style-type: none"> *Fairness and respect *Resilience *Leadership *Excellent communication skills *Trust *Tolerance *Independence *Cooperation *Loyalty *Acceptance of responsibility <p>This is embedded in the Real PE scheme used in school</p> <p>PE, sport and physical activity have had a positive impact on attainment and achievement and behaviour a Pupil and staff are regularly monitored and considered.</p>	
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			Through PE, sport and physical activity parents and the wider community are engaged with the school.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	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:
To ensure that: - All staff are confident and competent to deliver high quality and the quality of all lessons is good or outstanding. - Teaching and learning styles are matched to lesson content and to encourage all pupils to participate. - All pupils make good progress which is clearly reported to parents or carers. - Assessment involves pupils fully and identifies and celebrates their achievements - Questionnaires are used to monitor pupil and staff attitudes towards progression in PE	To employ a specialist PE teacher to work alongside teachers in lessons to increase their subject knowledge and confidence in PE. Team teach to further develop all elements of Real PE, Gym, Play etc.	Real PE subscription £695 Staffing costs	The specialist PE support has been greatly beneficial to further support and develop existing staff with confidence and teaching skills. This has been especially beneficial for new staff members and ECT staff.	New teaching staff to be supported with the new CPD options on the Real PE Jasmine platform. Refresher options are also available for existing staff

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation:

Intent	Implementation	Impact	
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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>The full Real PE is taught consistently across the school.</p> <p>All pupils are able to access a broad offer of school sport activities (as participants, leaders or organisers). A range of sports and activities are available, including opportunities for ALL pupils, through a programme that both responds to demand and introduces sports and activities that the pupils may not otherwise experience. Numerous young people represent the school and are part of community clubs that the school has links with.</p> <p>A range of traditional, new and alternative sporting activities are offered through LSWP events, come and try sessions, lunch/after school clubs</p> <p>Leadership and Volunteering - A programme of leadership and volunteering e.g. Playground Leaders - Junior leaders experience high quality training and are supported to be deployed across a whole range of opportunities within the school</p>	<p>To ensure that ALL pupils have opportunities to experience a broader range of sports and activities in addition to more traditional team sports</p> <p>PE lead to ensure all class teachers are showing competence and confidence to follow the scheme.</p> <p>Ensure that assessment wheels are completed and used effectively to inform future planning/lessons.</p> <p>Real PE scheme offers children a range of progressive units which are taught sequentially.</p> <p>The 2 tier curriculum enables application of fundamental movement skills to more sports-specific situations. This includes developing tactical awareness, team play etc.</p>	<p>Real PE subscription (see 3)</p> <p>Coaches for school based 'come and try' sessions. (Archery, Basketball)</p> <p>£500</p>	<p>All children are becoming more confident with ball and movement skills as well as understanding rules and game playing techniques for different sports.</p> <p>These skills are also progressive which means revisiting for the less confident children and challenge and building on skills for the more able children in sport.</p> <p>Sports leaders impact on the importance of sport/activity by being positive role models in the school</p> <p>Numerous young people represent the school and are part of community clubs that the school has links with. We hope these links will promote citizenship within the local community and help support pupils to make positive contributions to their local area.</p>	<p>Termly assessment data to monitor all children and target non-sporty children to be more active.</p>

<p>School Club Links and Community Provision</p> <ul style="list-style-type: none"> - Excellent partnerships with other providers - Links with sports clubs and external sporting organisations are in place which enable pupils to extend their participation and have the opportunity to contact specialist coaches and facilities 				
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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>All children to have had the opportunity to participate in an externally run event.</p> <p>All children to have experienced at least 2 'come and try' events.</p> <p>Inspire children into competitive sports through professional sports people coming to school. Offer a range of house competitions to all children.</p>	<p>Leeds Schools Well Being Partnership – competitions calendar. Ensure that the school is attending the competitions on offer to both key stages.</p>	<p>LSWP</p> <p>£1,200</p>	<p>Encourage all children to participate and enjoy a competitive sporting element.</p> <p>Increase sense of pride in school and house teams</p> <p>Many children across both key stages have had an opportunity to attend events at different venues across the city.</p>	<p>Promote more girls' sports for both competitive and enjoyment. Seek to increase participation at break and after school.</p> <p>Provide more 'come and try' opportunities for SEND pupils</p>

			<p>These include competition and come and try events: gymnastics, tennis, athletics, ice skating, Inclusive SEND events.</p> <p>Brodetsky awarded the Gold Schools' Games award for the high level placed on sports and activity participation. Also for wide range of sports events attended.</p>	
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Signed off by	
Head Teacher:	Susy Hardacre
Date:	25 th July 2023
Subject Leader:	Gaynor Benton
Date:	25 th July 2023
Governor:	Jason Broch
Date:	25 th July 2023