

# 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	£0
Total amount allocated for 2021/22	£17860
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17890
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£17890

## 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>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 2022.</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/ <b>No</b>

## 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: £17890		Date Updated: 14.07.23	
<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: 42.4%
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"> <li>To enhance and increase pupils' access to varied daily physical activity both in and outside of PE lessons.</li> <li>To develop pupils understanding of and uptake of healthy lifestyles.</li> <li>To ensure that pupils know how to keep themselves fit and healthy and have the skills to achieve this.</li> <li>To consolidate pupils' knowledge of the rules of well-known sports and enable them to participate in these regularly.</li> </ul>	<ul style="list-style-type: none"> <li>Daily after school sport clubs with a qualified sports coach</li> <li>Daily lunchtime sports clubs with a sports coach.</li> <li>Variety of activities and equipment available at break times and lunchtimes.</li> <li>Playground leaders to be trained by pyramid sports co-ordinator</li> <li>Playground leaders to lead sporting activities with Key Stage One pupils regularly</li> <li>Two hours curriculum PE each week</li> </ul>		£7576.62	<p>Mr Broadhead has delivered daily lunchtime and after school clubs for pupils in all year groups. Lunchtime clubs have been available to two year groups each day (alternating throughout the week) and there has been roughly 60% of pupils in these classes attending each day. After school sports clubs have been available each day. On average 15 children have attended a sports club after school each day. Mr Webb trained all Year 5 and 6 pupils as playground leaders. Year 5 and 6 playground leaders have led sporting activities on the Key Stage One playground each morning and lunchtime</p>	<p>Mr Broadhead will continue to deliver lunchtime and after school clubs. He will survey pupils to ensure that he is appealing to the preferences of as many pupils as possible. After school clubs will be targeted at the most popular sports initially to build up a bigger audience. Current year 5 children will continue to be playground leaders. Mr Webb will train the new Year 5 children and they will begin to assist in the playground leader role. The offer of two hours PE will continue.</p>

			break. This was new this year and has encouraged those pupils who may not usually participate in sporting activities at breaktimes to participate. Every child has had access to at least two hours PE each week.	
<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: 10.8%
<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:	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"> <li>To increase physical activity for all pupils, with a focus on dinner and break times.</li> <li>For pupils to know they have that as a class they have access to their own selection of equipment and to work together to play games fairly with this equipment.</li> <li>To encourage pupils to have a love of sport and access the additional sessions offered to them at breaks and lunchtimes.</li> </ul>	<ul style="list-style-type: none"> <li>Maintenance of existing fixed PE and playground equipment (tyre parks, trim trails etc.) to ensure that pupils are active at playtimes and lunchtimes</li> <li>Purchase and replacement of playground equipment (tennis racquets, footballs and nets, skipping ropes, basketball posts).</li> <li>Purchase of new sound system in the hall</li> </ul>	£1932.67	<p>All PE equipment including the trim trail and tyre parks have been maintained to ensure they are available for pupils to use during breaktimes and lunchtimes. The trim trail required extensive work but continues to be very popular and well used.</p> <p>Playtime equipment has been replaced and updated as necessary. A variety of equipment has been available on both playgrounds each playtime to encourage children to be active including table tennis, tennis, football, small balls, basketballs and frisbees.</p>	<p>Equipment will continue to be maintained. The trim trail is now in good working order and whilst it will have regular safety checks it should not need any significant repairs for some time.</p> <p>Equipment is maintained well and replaced where necessary. School council will be tasked with finding out what new equipment would be popular with most children.</p> <p>New sound system will continue to be used and should last for a significant amount of time.</p>

			New sound system has been purchased to enable dance lessons to be taught well and be as effective as possible.	
--	--	--	--	--

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>	Percentage of total allocation:
	13.1%

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"> <li>To increase and enhance the quality of teaching in lessons</li> <li>To renew subscription to a scheme of work which provides CPD opportunities for staff as well as lessons which build upon skills and fitness levels throughout the year.</li> <li>For pupils to see staff as role models who model the enjoyment of sport.</li> <li>To build resilience in pupils when participating in sport.</li> </ul>	<ul style="list-style-type: none"> <li>Specialist coach for tournament preparation to work alongside class teachers.</li> <li>Opportunity for teaching assistants and teachers (CPD) and pupils to work with specialist coach and a specialist gymnastics teacher from Sir Thomas Wharton Academy.</li> <li>Opportunity for school staff to work alongside outdoor learning specialist to develop skills</li> <li>Use of a scheme which has videos showing the staff how sessions should be taught and 'what a good one looks like'.</li> </ul>	£2350.21	<p>Mr Webb (pyramid sports leader) has worked with Mr Broadhead (sports coach) to prepare pupils for tournaments and festivals. All teaching assistants and teachers have shadowed and supported the sports coach in lessons to enhance their understanding and confidence in teaching PE.</p> <p>Nina Garner (outdoor learning specialist) has taught alongside class teachers to help increase confidence in outdoor learning. Teachers have used Get Set 4 PE to deliver the PE curriculum and used the training videos to increase confidence.</p> <p>Mr Varley (PE subject lead) has worked with various PE networks</p>	<p>Mr Webb and Mr Broadhead will continue to work to prepare pupils for tournaments. Teaching assistants and teachers have gained confidence. Teachers will be shadowed by Mr Braodhead going forward to develop more consistency in approach to the subject.</p> <p>Staff will teach own outdoor learning sessions going forward but we will train two teachers at Learning Outside the Classroom (LOTc) leads. Mr Varley will take on the whole subject leader role now including control of the Sports</p>

	<ul style="list-style-type: none"> <li>Opportunities for new PE subject leader to attend network meetings, sports coordinator groups and work with other PE subject leaders.</li> </ul>		and other subject leads and attended several CPD sessions. This has increased his confidence. He has then worked hard to improve the PE curriculum, including developing more detailed long term planning and vocabulary progression charts.	Premium.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 23.5%
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"> <li>To introduce pupils to new sporting activities</li> <li>To offer opportunities to experience activities which are beyond the curriculum expectations through lunchtime and after school activities.</li> <li>To use outdoor learning to introduce active, outdoor sessions in other curriculum lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Get Set 4 PE scheme to introduce new sports throughout the year.</li> <li>PE teacher from pyramid comprehensive school to visit school and teach new sports to pupils.</li> <li>PE coach to deliver regular lunchtime and after school clubs including some sports which are not taught within curriculum PE sessions.</li> <li>Outdoor learning teacher to visit school to teach pupils active outdoor</li> </ul>	£4200.50	<p>Pupils have been introduced to a wider range of sports through the implementation of Get Set 4 PE. Mr Webb has visited school to teach kurling and also sportshall athletics.</p> <p>There have been daily lunchtime and after school sport sessions with Mr Broadhead where some sports have been included which are not taught in curriculum PE, such as dodgeball and badminton. Nina Garner has visited school and taught active learning sessions in various curriculum areas, such as</p>	<p>School will renew the subscription to Get Set 4 PE and continue to use this programme of learning. Mr Webb will again visit school to assist with the introduction of a wider variety of sports. School has its own kurling set and will continue to teach the skills of this sport in curriculum PE sessions. Lunchtime and after school clubs will again be used to introduce a wider variety of sporting activities to pupils.</p>

	lessons in other curriculum areas.		maths, history and geography. These lessons have taken place outside in the newly developed outdoor learning area.	Staff are now trained in outdoor learning and will be in a position to continue to teach outdoor, active sessions in all curriculum areas.
--	------------------------------------	--	--	--

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10.2%
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"> <li>To increase access to and participation of pupils in physical activity and competitive sport.</li> <li>For pupils to be able to participate fairly yet competitively during sporting competitions.</li> <li>For pupils to understand that participation in competitive sport is fun and whilst winning is great, we couldn't have winners without other people participating.</li> </ul>	<ul style="list-style-type: none"> <li>Transport to tournaments and inter-school events</li> <li>Affiliation fees</li> <li>Contribution to the Pyramid Sports Partnership</li> <li>Services of the pyramid Sports Co-ordinator</li> <li>Pyramid sports competition calendar FS2- Y6</li> <li>Pupils selected to represent the school intra-school competitions (multiskills, netball, basketball, football, indoor athletics, rounders, swimming,</li> </ul>	£1830	Year groups 1-6 had the opportunity to participate in inter school events. Year 1 – multiskills Year 2 – multiskills Year 3 – dance festival and cross country Year 4 – basketball, dodgeball and cross country Year 5 – rounders and cross country Year 6 – cricket, sports hall athletics and cross country Estfeld won Doncaster's cross-country competition for the first	Estfeld will again subscribe to the school sports pyramid at Sir Thomas Wharton. This will allow pupils access to inter school competitions throughout the year again. These will consist of the tournaments that we competed in this year as well as others. Transport will again be funded through sports premium. This would be the biggest barrier without this funding stream. Estfeld will again enter the

	<p>cricket, cross-country, dodgeball).</p> <ul style="list-style-type: none"> <li>All pupils (FS2-Y6) involved in activities such as bowling and kurling to enhance enjoyment of physical activity and provide new experiences</li> </ul>		<p>time. Estfeld also won rounders and basketball. The pyramid sports coordinator attended Estfeld for two days to help the sports coach prepare pupils for some of the tournaments.</p>	<p>Doncaster cross Country Championships. To build on our success from this academic year, we will begin running club from the beginning of Autumn term with Mr Varley, an experienced runner, leading this club. Mr Webb from Sir Thomas Wharton will again assist Mr Broadhead with tournament preparation.</p>
--	---	--	--	---

Signed off by	
Head Teacher:	Amanda Painter
Date:	25.07.23
Subject Leader:	Amanda Painter
Date:	25.07.23
Governor:	Will Taylor
Date:	26.07.23