

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	£18,460
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£18,460
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 17,297 (to be carried over to 2023/24 £1,163)

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>	8% can swim 25m
<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>	3% Can perform 2-3 techniques

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	75% can perform safe self-rescue Unavailable
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?	Yes

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: 30%
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>Introduction of playtime equipment – individual packs for each class to inspire and engage pupils in purposeful activity</p> <p>Redesign playtimes to support engagement, staff confidence and competence and purposeful use of resources</p>	<ul style="list-style-type: none"> Pupil voice was carried out to consider children's interests Equipment purchased and distributed to each class Used during break and lunchtimes <p>Carry out an audit of current provision including staff and pupil voice. Visit examples of good practice. Complete CPD module with CAS. Design an inclusive outdoor space to meet the needs of all pupils</p> <ul style="list-style-type: none"> Playground dividers scooters & helmets for playtime Basketball Nets X3 for playtime TTS general playtime kit renewal Pogo stick training. 	<ul style="list-style-type: none"> £2,000 £1,352 £665 £300 £960 £250 	<p>Equipment was well used initially although became mixed up lost or damaged. From feedback and observation we found that support staff required upskilling in order to support engagement during break and lunch.</p> <p>Currently we have created a track from recycled tyres and have introduce scooting every break and lunchtime. This has been very popular and encourages MVPA of pupils. Staff and pupils have received training to use resources such as skipping ropes. Other resources to be introduced after a staff training session Sept 2023</p>	<p>Playtime consultation in line with our work as a Pioneer school with the Creating Active Schools framework.</p> <p>Whole school staff training on the importance of play to be completed early Sept 2023. Here we will look at national statistics on poor levels of PA and how PA can contribute to whole school improvement, ensuring all stakeholders take responsibility.</p>

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	<ul style="list-style-type: none"> • Skipping Schools – Whole School Training and rope sets 	<ul style="list-style-type: none"> • £540 		
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				28%
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>Under our umbrella of PESSPA provision sits Outdoor Learning offer. Every child in school can access regular physically active learning amongst nature.</p> <p>This Outdoor learning resource is to support the introduction of Whole Class Outdoor Learning. An offer developed to support health and wellbeing through connecting with nature and making strong and regular cross curricular links to support whole school improvement outcomes.</p>	<p>Identified a provider through our procurement procedures i.e. best value and quality of work: Green Touch Landscapes carried out the following works:</p> <ul style="list-style-type: none"> • Outdoor Classroom repair • Welly Store regeneration • Wildlife conservation area • Wildlife paths 	<ul style="list-style-type: none"> • £2,500 • £1,000 • £500 • £500 • £500 	<p>Every single child throughout the academic year will receive 3x Outdoor Learning mornings. The outdoor environment can be used daily due to suitable footwear. Each morning consists of a carousel of learning activity led by both teachers and support staff. Each learning activity is play or risk based alongside a curriculum linked task. Across each pupils time in primary education they will receive dozens of experiences learning beyond the classroom. This regular opportunity promotes physical, social and emotional mental health as well as health PA habits.</p>	<p>(We are now aware as stated in the PESS premium guidance for academic year 2023/24 that funding should not be used to develop 'Forest School areas' as per the capitalization policy)</p> <p>Through this approach teaching & support staff are developing a bank of purposeful curriculum linked or play/risk based outdoor learning tasks for each key stage which can be revisited as each year group transition to the next. Thus, increasing physically active learning strategies by building capability, opportunity and motivation across the workforce</p>

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:
Form part of a collective solutions funding bid with schools within Bradford to develop a community of practice through high quality research based cognitive science. Embed strategies across the school day to activate learning.	Reducing sedentary time in the classroom – introducing Physically Active Learning g (PAL) during curriculum lessons.	£0 (funded)	Two members of staff will receive the training which will be cascaded through staff meetings. Some strategies have already been introduced into a target class to support concentration, engagement and memory and retrieval.	Through the development of communities of practice, teaching staff who have received training will begin to develop teaching resources. For example: one school will develop math's, another school English and another school Geography resources. These will then be shared across the communities of practice to be embedded within each school.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				35%
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>To provide pupils with a range of experiences cultural experiences beyond the content of NCPE</p> <p>Pupils experience expert Dance teaching from recognised community provider</p> <p>Ensure current year 6 cohort don't leave primary education without receiving basic water safety/swimming lessons</p>	<p>Jujitsu lessons x 10 and gradings for 70 pupils</p>	<ul style="list-style-type: none"> £2,000 	<p>Pupils were able to learn about the culture, etiquette and specific skills and demonstrate their knowledge to parents and carers during a grading ceremony.</p>	<p>Pupils were invited to attend local training providers to build upon their grading status. Onna Jujitsu will be invited back next academic year.</p>
	<p>Dance workshop – linked to curriculum subjects</p> <p>7 Lessons taught within the unit</p>	<ul style="list-style-type: none"> £1,350 	<p>Pupils experienced a range of cultural dances linked to periods in history and from continents across the world</p>	<p>The provider will be invited into to school to discuss a CPD program in order to support teacher delivery and confidence surrounding NCPE.</p>
	<p>Top up swimming lessons x 12 weeks for year 6 pupils</p>	<ul style="list-style-type: none"> £2,880 	<p>Pupils received the opportunity to access 12 x 25 minute lessons to develop water confidence and those with a degree of competence/experience were able to work towards NCPE swimming outcomes.</p>	<p>Year 4 pupils swim during the academic year. By the time they reach year 6 we will have collated data in relation to swimming outcomes/achievements. Some of our future premium funding may be used to provide additional lessons to those on the cusp of meeting NCPE swimming expectations.</p>

Key indicator 5: Increased participation in competitive 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	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:

consolidate through practice:				
Look at current offer of competitive sport and consider pupil voice and staff voice in the design of provision. Work with MAT to develop a trust wide competition offer for 2023/24 and beyond.	Pupils at the Academy at St James have attended some SGO competitions this year. However, we have developed our own approach to ensure pupils regularly participate in competitive sport. This is achieved through our weekly Active Enrichment lessons and weekly after school sports clubs.	£0	Every child from Reception to year 6 attend Active Enrichment each Friday. Pupils select from a menu of activities which consist of competitive sport, play, nature/risky play and individual sporting activities. This ensures that across the academic year children receive experiences of competitive sport and personal best challenges.	Attend more inter sport competitions through our Trust (Due to begin October 2023) Ensure our Active Enrichment Offer has further competitive Sport options. Support staff with ongoing CPD to encourage them to select and teach competitive sports.

Signed off by	
Head Teacher:	Chris Tolson
Date:	7/7/23
Subject Leader:	Niall O'Brien
Date:	7/7/23
Governor:	
Date:	7/7/23