

# The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated April 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. **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](#).

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Total amount carried over from 2021/22	£ £460.14
Total amount allocated for 2021/22	£18910
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 0
Total amount allocated for 2022/23	£17631.14
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ £18922

<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>	86%
<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>	79.1%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	62.8%
<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>	No

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Academic Year: 2022/23	Total fund allocated:	Date Updated:		
<b>Key indicator 1:</b> The engagement of <u>all pupils</u> 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:	
<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>● Use detailed high quality lesson plans to ensure maximum physical activity and progression of skills.</li> <li>● Use planning that encourages a whole child approach.</li> <li>● Provide a broad range of after school clubs that encourage lots of children to take part.</li> <li>● Active breaks and lunchtimes.</li> <li>● Increase levels of activity at lunchtime.</li> </ul>	<ul style="list-style-type: none"> <li>● Timetable - provide 2 hours of high quality PE per week for each class.</li> <li>● Monitoring/Pupil voice</li> <li>● Continue to use high quality planning from our learning platform to ensure progression.</li> <li>● Purchase equipment for curriculum/clubs/lunchtimes</li> <li>● Lunch time activities provided to increase physical activity - range of sports/skills in MUGA</li> <li>● Sports Coach to provide targeted opportunities/activities to encourage physical activity at lunchtimes.</li> <li>● Broad range of after school clubs.</li> <li>● Meet with leadership/OPAL playtime to discuss plan going forwards.</li> </ul>	£3420	Evidence from monitoring/Pupil voice <ul style="list-style-type: none"> <li>● All of the children spoken to enjoyed their PE lessons.</li> <li>● Children love the walk and talk path - used regularly at lunchtimes.</li> <li>● Wide range of sports to learn in PE but also at lunchtimes and clubs.</li> <li>● Wide range of lunchtime activities offered in MUGA and on playground. Opportunity to develop skills and get moving.</li> <li>● Girls enjoyed girls only football sessions</li> <li>● Wide range of After School Clubs – appeal to different children offered over course of year for a range of year groups. Chance for pupils to</li> </ul>	<ul style="list-style-type: none"> <li>● Audit resources for lunchtime/play activities. Work with OPAL play team to encourage activity from EYFS - Y6.</li> <li>● Tailor/Develop lesson planning even further with support of our Sports Coach.</li> <li>● Provide opportunities for children to practise and improve skills that they have learnt in their PE lessons e.g. at playtimes/lunchtimes and afterschool clubs. Ensure clear communication between PE Lead/Coach/SLT/lunchtime supervisors etc.</li> <li>● Develop active learning.</li> <li>● Encourage more girls</li> </ul>

develop/practise and apply skills.

- SEND Club – Monday Movers – Targeted groups across year groups & developed fundamental movement skills and social skills.
- Year group football pitches popular

to take part in lunchtime activities

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	
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>● PE curriculum to develop physical and cognitive learning which can be used in different subject areas.</li> <li>● PE and school sport to be highlighted and displayed e.g. assemblies, newsletters, displays, Dojo.</li> <li>● Better equipment to use within lessons – care taken with storage.</li> <li>● Share achievements to ensure children feel valued and to inspire others.</li> <li>● Build character through leadership opportunities.</li> <li>● Inspire through national events.</li> </ul>	<ul style="list-style-type: none"> <li>● Apply for school games mark with support from SGO – PE Lead to share with head.</li> <li>● Attend SSP meetings.</li> <li>● Liaise with display lead to develop displays that showcase progression of skills and progression of knowledge.</li> <li>● To give the children the opportunity to share their sporting achievements, inside and outside of school.</li> <li>● PE Lead to produce termly newsletters.</li> <li>● Staff encouraged to raise profile of PESSPA through Dojo.</li> <li>● LM to attend funding webinar Tues 18th April.</li> </ul>	£300	<ul style="list-style-type: none"> <li>● Application completed for School Games Mark – aware of strengths and areas of development. GOLD standard achieved.</li> <li>● Children’s sporting achievements celebrated in assemblies and newsletters. Personalized sports certificates (designed by a pupil) given to children who have attended events and competitions.</li> <li>● Children’s achievements outside of school on display and in assemblies and newsletters.</li> <li>● Children put forward for sports awards.</li> <li>● PE display updated - gymnastics - progression in</li> </ul>	<ul style="list-style-type: none"> <li>● Work with OPAL play team to encourage positive/active playtimes from EYFS - Y6 - consider how premium can support this.</li> <li>● Develop active learning.</li> <li>● Head to attend SSP meeting with PE Lead September 2023.</li> <li>● Termly meetings between headteacher &amp; SBM and PE lead.</li> <li>● Role models into school to promote sport/active lifestyles.</li> </ul>



			balancing <ul style="list-style-type: none"> <li>• Termly newsletters – raised the profile of PE and being active to parents.</li> <li>• LM aware of latest funding announcements</li> </ul>	
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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:
<ul style="list-style-type: none"> <li>• Ensure staff are aware of progression of knowledge and skills for units they are teaching.</li> <li>• PE Coach to support teachers in delivery of curriculum.</li> <li>• Ensure staff are aware of needs of their children.</li> <li>• Effective assessment.</li> <li>• Support staff in preparing for sports day and activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Share new knowledge and skills ladders with staff.</li> <li>• PE Lead to meet with coach regularly to discuss intent/implementation.</li> <li>• Ensure staff assess units taught and highlight gaps.</li> <li>• Staff meeting for Sports Day logistics and teaching /practising of skills.</li> <li>• PE coach liaise with class</li> </ul>	£300	<ul style="list-style-type: none"> <li>• Children access quality PE teaching from our Sports Coach and class teachers.</li> <li>• This year PE coach has offered CPD to Year 1 and 2 staff (team teaching)</li> <li>• Staff have access to all progression documents for skills and knowledge.</li> <li>• During monitoring –</li> </ul>	<ul style="list-style-type: none"> <li>• Audit CPD needs</li> <li>• Enable more staff to teach PE through timetabling.</li> <li>• PE Lead to monitor effectiveness of CPD opportunities.</li> <li>• CPD developed further for all staff which is bespoke to individual needs book further sessions with</li> </ul>

<ul style="list-style-type: none"> <li>● Staff CPD and lesson modeling - raising awareness of outstanding practice.</li> </ul>	<p>teachers to plan and deliver activities linked to PE curriculum.</p> <ul style="list-style-type: none"> <li>● Half day support for staff with Owen Denovan - focus on lesson modeling (gymnastics)</li> <li>● Chance to Shine Cricket - CPD sessions Years 1, 2 and 6</li> </ul>		<p>progression of skills was evident - children could talk about their learning well and skills learnt.</p> <ul style="list-style-type: none"> <li>● Increased enjoyment and positive attitudes.</li> <li>● PE coach/teachers assess effectively and add notes about any gaps – some gaps being addressed.</li> <li>● CPD impact questionnaires very positive from staff.</li> </ul>	<p>Owen Denovan from Primary Steps In PE</p> <ul style="list-style-type: none"> <li>● Consider how the Sports coach can offer CPD for areas of curriculum.</li> </ul>
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<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>	<p>Percentage of total allocation:</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>
<ul style="list-style-type: none"> <li>● Enhance and extend the range of physical activities and sports offered in and out of curriculum and as after school clubs.</li> <li>● Provide enrichment opportunities for pupils to broaden experiences.</li> <li>● Residential offered for year groups 3-6 - range of</li> </ul>	<ul style="list-style-type: none"> <li>● Offer wider range of activities as part of our residentials <ul style="list-style-type: none"> <li>- Year 3/4 Raywell residential - Team building</li> <li>- Year 5 Bushcraft residential</li> <li>- Y6 residential - East Barnby</li> </ul> </li> <li>● Offer a wider range of</li> </ul>	<p>£3781</p>	<ul style="list-style-type: none"> <li>● Year 3/4 - range of outdoor/team building experiences on residential</li> <li>● Year 5 - Bushcraft activities - nature walk/first aid</li> <li>● Year 6 - Beck scrambling, canoeing, walking, climbing, cycling, orienteering</li> </ul>	<ul style="list-style-type: none"> <li>● Continue target Sports Club for SEND children (Monday Movers). Consider how to have greatest impact.</li> <li>● Develop/strengthen links with external providers.</li> <li>● Organise more taster</li> </ul>



<p>physical activities.</p> <ul style="list-style-type: none"> <li>● Include wider range of activities to Year 6 pupils as part of transition</li> <li>● Raise awareness of local Sports Clubs available</li> <li>● Local SEND offers/activities shared with pupils via newsletters</li> </ul>	<p>After School Clubs.</p> <ul style="list-style-type: none"> <li>● Liaise with South Hunsley for transition opportunities.</li> <li>● Ask Year 6 pupils what activities they would like</li> <li>● Take part in this years Festival of Sport</li> <li>● Local clubs/events promoted to children throughout school via newsletters/information station and flyers.</li> <li>● Chance to Shine Cricket</li> </ul>		<p><b>Year 6 Activities</b></p> <ul style="list-style-type: none"> <li>● South Hunsley Year 10 pupils ran an afternoon of sports for our Year 6 pupils</li> <li>● Year 6 vs staff rounders competition organised</li> <li>● Year 6 Festival of Sports - South Hunsley</li> <li>● Year 6 orienteering after SATs</li> <li>● Wide range of After School Clubs – appeal to different children offered over course of year for a range of year groups. These include tennis, futsal, gymnastics, parkour, bat and ball games, yoga, Monday Movers, circuit training, netball, football, ultimate frisbee, outdoor skills and more!</li> <li>● Year 1, 2 and 6 Cricket sessions in curriculum time</li> <li>● Links with external providers</li> </ul> <p><b>Curriculum</b> Chance to Shine Cricket - Yorkshire Cricket Board</p> <p><b>Clubs</b> Goldstar Active Nuffield Football Multi skills Academy East Riding Futsal Club</p>	<p>days.</p> <ul style="list-style-type: none"> <li>● Organise external providers as part of National Sports Week.</li> </ul>
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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 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>● Increase participation in School Games Competitions.</li> <li>● Provide opportunities for SEND, least active and least confident to participate in competitions and events.</li> <li>● Enter external events to give pupils the opportunity to compete against other schools.</li> <li>● Develop inclusive Sports Day that showcases skills the children have learnt in their PE lessons.</li> <li>● Enrichment events.</li> </ul>	<ul style="list-style-type: none"> <li>● Continued membership of SSP.</li> <li>● Engage in SSP competition calendar at South Hunsley.</li> <li>● Take two teams to events where possible.</li> <li>● Enter boys and girls football leagues.</li> <li>● Look at selection process and prepare children n for competitions.</li> <li>● Year 6/staff rounders.</li> </ul>	£2205	<ul style="list-style-type: none"> <li>● Competition data 54% KS2 children attended at least one inter school competition/event. Many of these children competed in 2/3 of events.</li> <li>● Football leagues - 3 teams entered - Year 6, Year 5 and Girls leagues</li> <li>● Staff from every year group reported high enjoyment and motivation experienced by EYFS to Y6 during their Sports Day - Comments from parents/governors were very positive.</li> <li>● Participation in two Panathlon events. Excellent feedback from staff and children – these children also attended Monday Movers Club due to level of</li> </ul>	<ul style="list-style-type: none"> <li>● Provide more opportunities for teams to practise before events.</li> <li>● More intra competitions in school.</li> </ul>

Signed off by	
Head Teacher:	Carole Fulstow
Date:	21/07/23
Subject Leader:	Laura Mattocks
Date:	21/07/23
Governor:	David Nutall
Date:	21/07/23

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