

The Primary PE and Sport Premium

Planning, reporting and
evaluating website tool

Updated May 2023

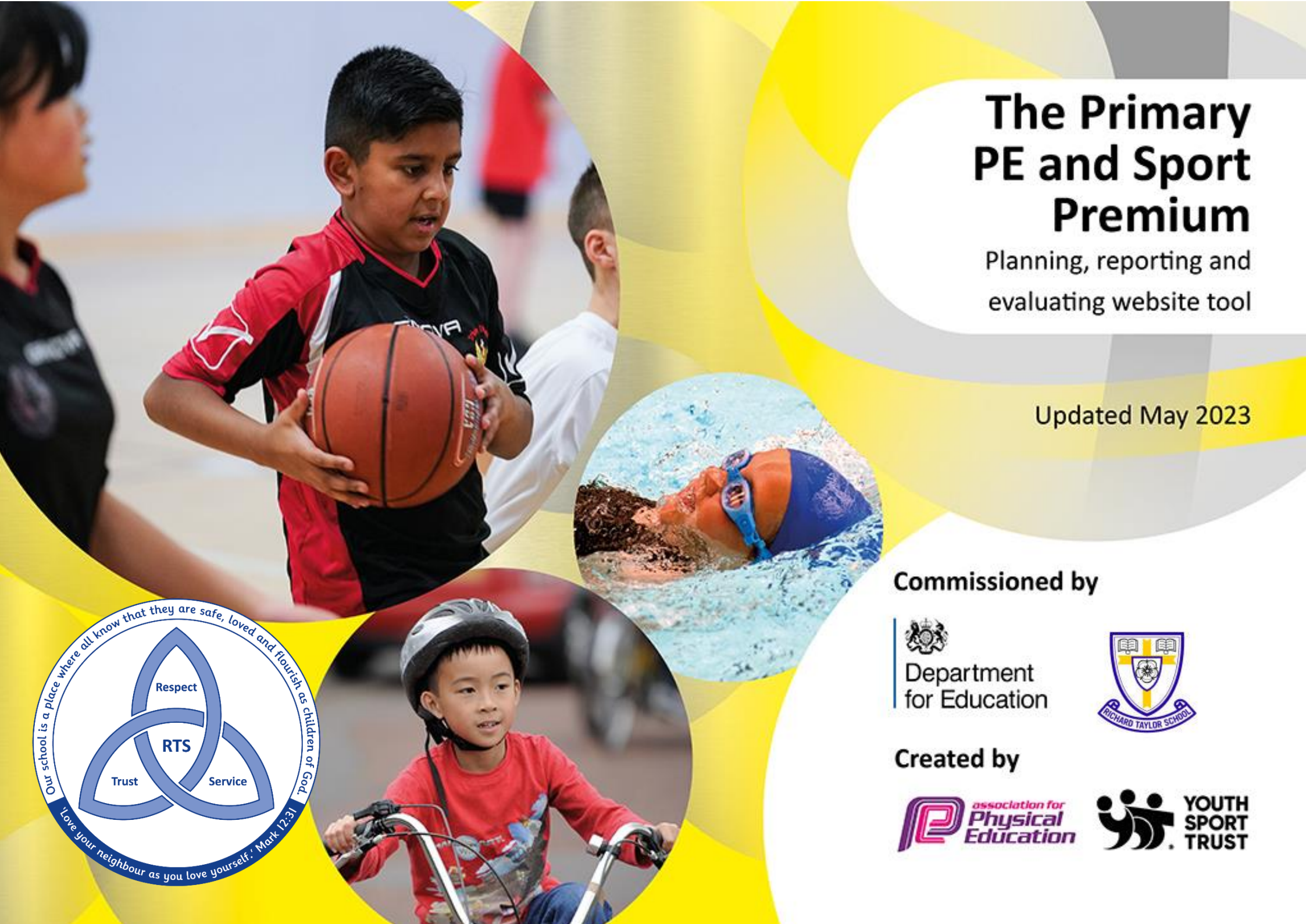
Commissioned by



Department
for Education



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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	£0
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£18,410
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£18,410

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 practiced 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	95%
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 meters? 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. Please see note above	95%
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	95%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	95%
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 5% of allocation for additional transport costs

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: £18,410	Date Updated: July 2023	
Key indicator 1: The engagement of all 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: 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><i>All pupils consistently make healthy lifestyle choices.</i></p> <p><i>All pupils engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school.</i></p> <p><i>There is a recognition of the benefits of Physical Activity by all stakeholders including how Physical Activity:</i></p> <ul style="list-style-type: none"> - has a huge impact on the cognitive function of the brain including retention and recall - improves leaning behaviors such as concentration levels and focus - supports pupils to develop better self-belief and self-image - contributes to whole child development <p><i>Being active is the key - active children achieve more academically.</i></p>	<p>Yr6 Sports Ambassadors supplied with equipment to encourage active play during lunchtimes across KS1.</p> <p>Increase opportunities for Intra-School Sporting Activities.</p> <p>Provide opportunities for children to sample taster sessions in a wider range of sports.</p> <p>Increase access to outdoor learning activities</p> <p>Create Orienteering Map of School and train staff in teaching orienteering skills.</p> <p>Introduce new PE Hub Scheme of work to ensure non-specialist teachers can deliver full curriculum.</p> <p>Release PE lead to monitor implantation of targeted actions. (termly)</p>	<p>£600</p> <p>£200 Trophies and medals</p> <p>£3250</p> <p>£525</p> <p>£1000</p>	<p>Observed active break and lunch times. Children in KS1 & EYFS views positive around lunchtimes due to older physically active role models and facilitators of games.</p> <p>Sports Ambassadors led lunchtime competitions for all age groups.</p> <p>Included girls' football, hockey and multi-skills activities.</p> <p>School funds additional outdoor learning sessions for year 5 children</p> <p>Staff benefit from structured PE planning to support delivery and progression.</p> <p>Coordinator ensures implementation of SoW</p>	<p>Continue to train up new play squad – current Y6's leaving so Y5's to be trained and implemented next academic year.</p> <p>New Sports Ambassadors to be trained to lead activities in next academic year.</p> <p>School has plan to continue to extend opportunities for children to access wider range of schools.</p> <p>Forest School lead to undertake training for staff to widen access to Forest School Learning Opportunities</p> <p>School retains SoW to ensure continuity of delivery</p> <p>New PR Leader to be provided with additional release time to gain knowledge of the role.</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:
				40%
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><i>There is a recognition that:</i></p> <ul style="list-style-type: none"> <i>- Highly active pupils will attain better, research has proved that after 20 minutes of moving, pupils grow new brain cells and have higher concentration levels; the more we can get our pupils to move, the higher they will attain!</i> <i>- PE, sport and physical activity gives us the opportunity to teach life skills such as cooperation, reliance and responsibility. We use Physical Education as a true cross-curricular approach to allow our children to develop the skills they require for lifelong learning.</i> <i>- PE, sport and physical activity can be used to develop the whole person including thinking, social and personal skills.</i> <i>- PE, sport and physical activity can aid the development of fine and gross motor skill development which link to academic achievement.</i> <i>- PE, sport and physical activity can impact on whole school outcomes such as pupil's behaviour and attendance.</i> 	<p>Invest in high quality PE resources to support curriculum delivery</p> <p>Coordinator to receive updates via Well schools Partnership to ensure school are up to date with important new and upcoming documents and notices. Develop YCST PE lead network as platform for sharing best practice.</p> <p>To develop the children's awareness of the role that physical activity has in improving wellbeing and good mental health.</p> <p>To release the school's new PE/Sports Coordinator one day a term to audit PE and collect evidence of standards in PE and PA across School.</p> <p>To develop the profile of Sports Ambassadors and local sports coaches in speaking to whole school regarding the importance of sport.</p> <p>To provide identified groups e.g (yr5 girls) with opportunities to access football training led by Harrogate Town FC</p>	<p>£2500</p> <p>£1400</p> <p>New PSHE curriculum resource £500</p> <p>£1000</p> <p>£2000</p>	<p>School has the equipment to deliver an effective curriculum</p> <p>Sport lead able to attend 2/3 PE leader network meetings and implemented some of the new strategies within school – new upcoming curriculum.</p> <p>School has accurate records of quality and quantity of PE being delivered</p> <p>Sports Ambassadors have clearly defined role in school recognised by all children</p> <p>Increased opportunities for an identified group to participate in sport on a more regular basis.</p>	<p>Review provision for KS1 outdoor play</p> <p>Develop new partnership with Sporting Influence</p> <p>Invest in training for new PE Lead</p> <p>New Sports Ambassadors to be trained to lead activities in next academic year.</p> <p>Extend partnership with Harrogate Town</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				24%
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><i>To ensure that:</i></p> <ul style="list-style-type: none"> - 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. - Assessment involves pupils fully and identifies and celebrates their achievements - The PE curriculum is diverse, providing pupils with the confidence to try new activities as well as enhancing their existing skills in a diverse range of environments. There are opportunities for all pupils to develop their leadership, coaching and officiating skills. <p>All pupils receive two hours or more of timetabled high-quality PE.</p> <ul style="list-style-type: none"> - Questionnaires are used to monitor pupil and staff attitudes towards progression in PE 	<p>Developing the confidence of all staff in teaching PE, to ensure the children have a much more exhilarating experience of PE.</p> <p>To employ specialist PE teachers (St. Aidan's) to work alongside teachers in lessons to increase their subject knowledge and confidence in PE To providing cover staff to release teachers for professional development in PE, sport, and physical activity. To procure quality-assured professional training for staff to raise their confidence and competence in teaching PE and sport.</p> <p>To monitor the use of scheme and whole school PE coverage.</p>	<p>REAL PE subscription £525</p> <p>St Aidan's £2870</p> <p>£1000</p>	<p>Staff continue to provide high quality PE based on core foundations for physical literacy.</p> <p>Teacher's confidence increased by working with sports specialists. Team teaching allowed for CPD and for children to have a range of different approaches to the PE curriculum.</p> <p>Elements of PE which teachers find tricky to teach (dance and gym) taught alongside specialists and enabled staff to feel more confident. Children established good relationships and behavior for learning in PE.</p> <p>PE Lead able to confirm positive feedback from Staff and Children on quality and amount of PE delivered</p>	<p>Develop use of Real PE scheme</p> <p>To continue to work alongside St Aidan's PE leads to create a further sports specific curriculum for the next academic year.</p> <p>Develop use of Real PE scheme</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				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:
<p>To ensure an outstanding range of traditional, new and alternative sporting activities are offered before, during and after school which:</p> <ul style="list-style-type: none"> - Extend - activities that build and develop on existing curriculum activities, e.g. non team based clubs, clubs for more able - Enable - these activities develop basic and key skills through problem solving, e.g. multi skills, physical activity, - Enrich - these activities offer a range of new opportunities Leadership and Volunteering - A programme of leadership and volunteering e.g. Playground Leaders, wellbeing leaders - Junior leaders experience high quality training and are supported to be deployed across a whole range of opportunities within the school. <p>Club Links and Community Provision - Excellent partnerships with other providers - Formal links with sports clubs and external sporting organisations are in place which enable pupils to extend their participation and have access to specialist coaches and facilities</p>	<p>PE curriculum reflects a range of different none sports specific games to provide children with an open gateway to different sports outside of school.</p> <p>Act on the rising profile of Girls football due to Woman's European championships. Mrs Styles to run a girls' football club for both KS1 and KS2 children.</p> <p>Harrogate Town FC and Harrogate Hockey Club to provide a range of different clubs across both KS1 and KS2. These clubs to include a variety of different sports to enable children to try new sports.</p> <p>Outside agencies to provide some further sports for after school clubs to encourage children to join outside clubs and develop long life participation in a sport.</p>	<p>£250 (new footballs)</p>	<p>Children enjoy PE and some of the non-sports specific games which encourages participation for all.</p> <p>Large interest in girls football club. Ran for one term and girls asking for it to run all year. Some girls went on to join outside football clubs after trying it out for the first time at the club.</p> <p>Increased participation for clubs. Multi-Skills, Cricket, Netball, Rounders, Dodgeball. Children enjoy working with staff and participating in clubs.</p> <p>Increased participation in Hockey, Tennis, and Football clubs which have been provided by specialists.</p>	<p>Staff positive about new PE curriculum</p> <p>Look into running girls football club annually. Look into linking up with MAT schools regarding girls' football matches.</p> <p>Continue to work with staff to provide a range of different sports for after school sports clubs.</p> <p>Continue to invite outside coaches in to provide specific clubs, look into increased variety of non-conventional sports to target different audience and encourage others to participate.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				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:
<p>To ensure a positive experience for ALL pupils, as a school, we consider the PRINCIPLES OF COMPETITION</p> <ol style="list-style-type: none"> 1. The young person's motivation, competence and confidence are at the centre of the competition. 2. The focus is on the process rather than the outcome (on the learning and values development of the young person rather than the result). 3. Volunteers, leaders and officials are appropriately trained and display behaviours reflective of the nature of the competition. 4. The environment is safe and creates opportunities to learn and maximise social development. 5. The facility and the environment that is created for the competition reflects the motivations, competence and confidence of the young people and format of the competition. <p>We also consider that competition can take place in a variety of settings and environments</p> <p>Intra – competition taking place within school</p> <p>Inter – competition with other schools Virtual – using virtual platforms to stimulate competition</p>	<p>To work with MAT secondary school to provide an opportunity for children who excel in sport to compete against other schools in the area in the field of Athletics.</p> <p>Staff to provide different intra and Inter school competitions on a regular basis to enable children to compete and represent their school / themselves.</p> <p>Increased partnership with Well Schools Partnership to provide all, intra, inter competitions across the region</p>	<p>£100</p> <p>£690</p>	<p>Competition for children from EYFS – Y5 held at St Adian's attended by 4 children per year group.</p> <p>Increased participation of children participating in competitive sport across the school. KS1 getting more opportunities to represent their school.</p> <p>Not many competitions have taken place over the year.</p>	<p>Continue to work with MAT schools and look into this being an annual competition. Investigate more children going to compete next time.</p> <p>Continue to work with Sporting Influence to compete in a range of different weekly competitions across the year with different sports and different year groups.</p> <p>Investigate closer partnership with Sporting Influence to provide regular sporting competitions for all age groups.</p>

Signed off by	
Head Teacher:	Andrew Symonds
Date:	19.7.2023
Subject Leader:	Kris Starkey
Date:	19.7.2023
Governor:	Lynsey Barraclough
Date:	19.7.2023