

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	£17,680
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17,750.00
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17,750.00

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 2022. Please see note above	72%
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	55%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	*pupils' understanding of this is significantly higher, but technical ability affected by their swimming ability. Knowledge = 79% Ability = 52*
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?	Although we planned to use spending in this way, additional swimming lessons were unavailable locally.

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: £17,750.00	Date Updated: 12 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: 34%
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:
Continue to strengthen the playtime and lunchtime provision for increased physical activity through OPaL implementation.	Utilise OPaL – external provider – to audit our provision, action plan and implement the initiative.	£4,750	OPaL programme implemented and operational with staff member assigned as lead. Pupils enjoy a more varied active play experience with a whole host of resources and possibilities. They are more aware of their own safety and active/creative play has increased significantly.	Ongoing development of OPaL (18-month implementation plan in place)
	Purchase new equipment to support the initiative.	£500		
	Train Year 6 pupils in Level 1 Sports Leadership Qualification.	£835		

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				8%
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:
Embed School Games values in PE lessons and increase the rate of recognition by pupils. Pupils gain skills that are transferable across other aspects of their lives.	<p>Source company to print School Games Values stickers.</p> <p>School Games values certificates given in celebration assembly every half-term.</p> <p>School Games medals and trophies purchased for Sports Week and intra-school competition.</p>	£330	<p>Medals and certificates obtained to promote, identify and praise demonstration of the Sports Values. Certificates and medals awarded based on both demonstration of the values in PE lessons and during inter-class events.</p> <p>Increase in children knowing and understanding the School Games Values.</p>	Audit and purchase again for future years to embed the values—greater bulk purchase to reduce the cost.
Increase gross motor skill development of Foundation and KS1 pupils, plus those with SEND through inclusive opportunities and targeted provision.	<p>“Change-4-life” style club, targeting pupils with motor-skills needs and those who are less-active. Teachers to target and signpost.</p> <p>Purchase additional resources (for example, boccia) for EYFS/Yr.1 pupils and for children with additional access needs so that all opportunities for physical activity continue to be inclusive.</p>	£1,480	<p>CfL not available externally this year. Reallocation of funds and implemented additional playleader to focus on targeted children in EYFS to achieve the same intent. 86% children reached the expected physical development ELG. Additional targeted ‘Sports Stars’ club set up for the youngest children.</p> <p>Resources purchased. Trust SEND review noted strength in the school’s inclusivity during clubs and unstructured times of the day.</p>	<p>Review approach to support gross motor development of the youngest children in wider school life alongside in EY provision.</p> <p>Continue to audit resources and make necessary purchases to meet individual and group needs.</p>

Increase the visibility of sport within and around the school	<p>Pupil sports reports in school newsletter.</p> <p>Reports on School Games Values awards in newsletters and on social media.</p> <p>Introduce a sports noticeboard for families.</p> <p>Strengthen the afterschool club offer to provide half termly 'Family Coaching' sessions to raise the profile of school sport and physical activity. Align with signposting to local clubs and offers.</p>	£750	<p>Sports promotion and 'marketing' increased/improved through assemblies, social media, noticeboard and at Family Coaching events.</p> <p>'Family Coaching' sessions were well received, and physical activity was a key focus. Attendance at Sports Day was the best the school has ever had. Only 4 families not represented!</p>	<p>Strengthen Family Coaching as "end of cycle" demonstrations and coaching of school sport. Include sessions run by coaches who have run 'broader experience' clubs at the school.</p> <p>Work with the possibilities coordinator to increase 'girls' exposure to women in sport. Invest in external female coaches to provide in lesson and after school sessions.</p>
---	---	------	--	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				7%
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:
All children to have access to high quality gymnastics and dance lessons taught by their own teacher.	<p>Utilise Hull Active School (HAS) PE specific training for areas identified by the PE lead.</p> <p>PE lead to support planning of units across the year, including pre-assessments and their implementation and End of Unit assessments.</p>	£1,500 (£750-50% fee)	<p>Gymnastics training and dance training externally provided. Staff are trained to teach effectively.</p> <p>Coordinator supported teaching of PE to ECTs, and less confident staff – pupils accessed PE delivered to a good standard. Teachers' ability to teach the strand improved through mentoring.</p>	<p>Continued audit on staff needs and utilise HAS to provide training and support.</p> <p>Continue level of support and challenge.</p>

Purchase of apparatus and training to support adaptive teaching and increase teacher confidence.	PE lead to audit and source adapted resources to aid STEP differentiation/adaptation e.g. larger balls, softer balls, balls with indented grips. Staff training and 1:1 supervision as required.	£500	Resources obtained including oversized sport specific balls, softer balls, oversized throwing bean-bags and balls with grip. Monitoring shows that children with additional needs can access the learning intention of their PE lessons due to affective adaptations.	We now have more suitable equipment allowing better quality adaptation for children with lower starting points and less active pupils – greater progress of skills within lessons.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 43%
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:
Increase the number of school partnerships to increase the range of active and sporting opportunities available for children. Strengthen links between trial sessions in classes prior to clubs being launched.	Utilise offers from local sports clubs such as Hull FC, Hull KR, Hull City and Yorkshire CCC. Invite Hull Zingari local cricket club in/in partnership with Yorkshire CCC Rising Stars. Introduce a wider range of active clubs offered beyond those in the taught curriculum e.g. yoga, creative games, martial arts etc. as after-school activities. Follow pupil interest. Contract specialist coaches to deliver.	£3,500	No current free offer available from the local Professional sports clubs in our area. A wider range of clubs, including, skateboarding, martial arts and circus skills were offered as additional active activities after school and during the school day. Where classes had a trial session with follow up marketing, uptake at after school clubs was significantly higher.	When making the new Sport Premium plan for the next academic year, consider allocating some spending to use with the professional sports club outreach offers – Yorkshire Cricket, Hull FC rugby. Continue to network locally and source wide opportunities for children.

	<p>Clubs lists to be redistributed with more frequency due to pupil mobility and changes in clubs. Family links officer to monitor and target signposting with PE lead. Increase take-up of after-school physical activity clubs.</p> <p>Transport costs to specialist clubs/events during the year as organized through HAS.</p>	<p>£1,000 (£500 - 50% cost)</p>	<p>Extra football clubs offered – to narrower year-groupings (four groupings now compared with 2 previously). Coaches hired to lead. Take-up strong in each.</p> <p>Cost of transport significantly higher this year. Transport to sporting events increased experience but the reach and frequency was more limited than planned for.</p>	<p>Continue professional football clubs as a pathway for representing the school.</p> <p>Consider establishing local networks (walkable) or hosting events for other local schools to attend to broaden children’s experiences.</p>
<p>Increase the percentage of children who meet the national swimming expectations.</p>	<p>Provide additional swimming lessons to those already on offer through the school’s curriculum.</p> <p>Identify children with zero water immersion experience or with additional needs who may require pre-exposure sessions before the school swimming curriculum is undertaken to increase their success rate.</p> <p>No <i>local</i> swimming offer – transport required to an alternate swimming bath.</p>	<p>£3,685</p>	<p>Transport would have cost £5750 for 10 additional swimming lessons due to location of available baths and high cost of transport. Decision made to reallocate resources to make best use of them. Extended the pre-pedal training offer to 3 classes having identified an emerging gap in skills.</p> <p>Children transitioning to KS3 received their full allocation of swimming lessons.</p> <p>Additional swimming for the cohort affected this year, is possible next year and can now be arranged without the need for transport costs.</p>	<p>Continue to request extra swimming sessions at Beverley Road Baths to help attain a minimum standard for more pupils – sending Y3 and Y5 – tripling their Y4 offer.</p> <p>Introduce a biannual pre-pedal opportunity in EYFS and Year 2 so that all children benefit from the opportunity despite high mobility.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				7%
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:
Increase the wider experience of pupils in competitive sport against other pupils in the Trust and schools in the local area	Utilise more Hull Active School (HAS) sporting competitions. Plan for greater attendance at HAS competitions by increasing the transport budget from Sports Premium.	£1,500 (£750-50% fee) £1,000 (£500 - 50% cost)	Cover of PE lead class for meetings with Opal, with First Steps management, with PE leads at local schools x3 meetings; for Sports Conference supported development effectively. Hull Active Schools events accessed for more able pupils and B teams. Transport costs continue an ongoing barrier. All KS1 and KS2 children have had 5 opportunities for intra-school competitions. Additional cost of purchase of regulation football match goals this year.	Continue to meet with other local PE leads and plan inter school year-group competition (KS2) and festivals (KS1, EYFS) to increase exposure to competitive sport with less transport cost. Consider virtual competitions – perhaps athletics in 2023/24. Increase the resilience and confidence of children during competitive sport. Develop ‘beat your personal best’ competitions and Pearson World Records led by sports leaders.

Signed off by	
Head Teacher:	Louise Clarkson
Date:	14.07.23
Subject Leader:	Chris Knowles
Date:	13.7.23