

# 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](#) 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. The funding **should** be spent by 31<sup>st</sup> July but the DfE has stated that there will be **no clawback** of any unspent money so this can be carried forward into 2023/24.

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	£
Total amount allocated for 2021/22	£16880
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£16880
Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023.	£ 16880

## 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 2023.</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/No

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## 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:			
<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:		
				25%		
Intent	Implementation		Impact	Sustainability and suggested next steps:		
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?:		
<p>Offer all pupils a daily 30 minutes lunchtime physical activity session. Provide lunchtime clubs for the children across school to engage children in physical activity.</p> <p>This will help encourage:</p> <ul style="list-style-type: none"> <li>Children to engage in physical activity during lunchtimes.</li> <li>Support children in achieving the goal of at least 30 minutes of physical activity every day.</li> </ul>	<ul style="list-style-type: none"> <li>YSD coach employed to work across the dinnertime period.</li> <li>Regular meetings between YSD and SLT to measure the impact of engagement of lunchtime provision.</li> <li>Year group lunchtime timetables to access specialist coach.</li> </ul>		£4219	<ul style="list-style-type: none"> <li>Engagement of pupils accessing lunchtime provision was high (on average 100% of each registration group).</li> <li>Pupil voice evidences enjoyment of provision provided.</li> <li>A range of provision offered to all pupils throughout the year.</li> <li>EYFS pupils have received an extra 30 minutes of physical activity each day which has focussed on developing key skills.</li> <li>Participation of disadvantaged pupils has been 100%. They have been engaged in lunchtime clubs.</li> </ul>		<ul style="list-style-type: none"> <li>Continue to provide this provision next academic year.</li> </ul>

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:														
<p><b>Engage identified pupils to attend provision of extra-curricular activity.</b></p> <p><b>Engage pupils to participate in a dance, cheerleading and gymnastic afterschool offer.</b></p>	<ul style="list-style-type: none"> <li>Through discussion with PE lead, YSD and SLT, a range of sporting activities agreed to be run during active lunchtimes.</li> <li>Vulnerable children identified and encouraged to take part in the extra sessions.</li> <li>Pupil voice taken to measure their engagement.</li> <li>Children who attend Crew at the morning and afternoon sessions take part in active learning on the MUGA and playground.</li> <li>Engagement in extra activities will in turn lower persistent absence statistics.</li> </ul>	£	<ul style="list-style-type: none"> <li>Cheerleading pupil group performed routines to a live audience in after school club and School Summer Fayre (February 23 and July 23)</li> <li>After school clubs have included: Archery, Multi-Sports; Cricket; Football, Netball/Basketball; Gymnastics/Dance/Cheerleading.</li> </ul> <p>Autumn 22 /Spring 23 Offer Uptake:</p> <table border="1"> <tr> <td>Archery</td> <td>12%</td> </tr> <tr> <td>Multi-Sports</td> <td>15%</td> </tr> <tr> <td>Football</td> <td>12%</td> </tr> <tr> <td>Dodgeball</td> <td>9%</td> </tr> </table> <p>Summer 23 Offer:</p> <table border="1"> <tr> <td>Multi-Sports</td> <td>7%</td> </tr> <tr> <td>Football</td> <td>10%</td> </tr> <tr> <td>Dance/Che</td> <td>13%</td> </tr> </table>	Archery	12%	Multi-Sports	15%	Football	12%	Dodgeball	9%	Multi-Sports	7%	Football	10%	Dance/Che	13%	<ul style="list-style-type: none"> <li>Encourage further participation in after-school clubs.</li> <li>Continue to offer lunchtime physical activity sessions for all children led by a qualified instructor.</li> </ul>
Archery	12%																	
Multi-Sports	15%																	
Football	12%																	
Dodgeball	9%																	
Multi-Sports	7%																	
Football	10%																	
Dance/Che	13%																	

			erleading		
			Cricket	8%	

**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport** Percentage of total allocation:  
48 %

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:	Sustainability and suggested next steps:
<b>Staff to work with specialist coaches, developing their confidence and practice when teaching the P.E national curriculum.</b>	<ul style="list-style-type: none"> <li>• Staff will work alongside the coaches that come into school. High quality CPD for staff members.</li> <li>• Support with planning units of learning and individual lesson plans.</li> <li>• Specialist Dance teacher supports the delivery of Dance across the school.</li> <li>• Support with the assessment of Physical Education across the year groups using Primary PE Planning Assessment tool.</li> </ul>	£8112	Objective and curriculum offer to continue into 2023-24 academic year.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 9%
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>All pupils will experience a range of sporting activities and develop skills and competence in them.</p> <p>Provide additional swimming lessons for children in Year 6 who are working towards achieving the target of swimming 25m.</p> <p>Provide Year 4 pupils support in achieving competence in swimming 25m unaided.</p> <p>Update and purchase high quality equipment to ensure all pupils have access to this when taking part in physical education sessions.</p>	<ul style="list-style-type: none"> <li>Year 4 pupils to begin swimming in the Autumn term</li> <li>Year 6 pupils who require further support to be offered places.</li> <li>Stock take of equipment completed and new equipment to be ordered by YSD.</li> </ul>	£1574	<ul style="list-style-type: none"> <li>Pupils in Year 4 have had access to swimming lessons hosted at Ogden Otters.</li> <li>Year 6 pupils have reached Key Stage 2 expectations for swimming.</li> <li>New equipment has been purchased to be used at break and lunch times as well as during P.E lessons.</li> </ul>	<p>2023/24 Year 4 to begin swimming in the Autumn term,</p> <p>Year 6 pupils who have not made the expected progress to be offered swimming sessions in the Spring term 2024.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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				%
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:
For all children to have the opportunity to take part in competitive sporting events within the local community and through collaboration with Youth Sports Development.	<ul style="list-style-type: none"> <li>Keelham to actively involve themselves in inter-sport competitions against local primary schools including participation in LA organised tournaments</li> </ul>		Pupils have taken part in the following outside tournaments: <ul style="list-style-type: none"> <li>- Dodgeball</li> <li>- Football tournaments</li> </ul> Year 5/6 girls won the Bradford Schools Football tournament.	<ul style="list-style-type: none"> <li>Engage with YSD inter-school sports offer in the 23-24 academic year.</li> </ul>

Signed off by	
Head Teacher:	R Hunter
Date:	July 23
Subject Leader:	R Hunter
Date:	July 23
Governor:	Committee C
Date:	July 23