

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 31st 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	£2400
Total amount allocated for 2021/22	£19,420
How much (if any) do you intend to carry over from this total fund into 2022/23?	£2388
Total amount allocated for 2022/23	£19,350
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 21738

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 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 2023. Please see note above	59%
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	25%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	50%
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: 37%	
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 pupils are provided with a range of opportunities to be physically active and understand how physical activity can help them to adopt a healthy and active lifestyle.	There is a Physical Activity policy which incorporates physical activity such as break-time activity, active travel and supervised play.	Now Press Play £2768	Year 6 children take part in Bikeability.	Update PA Policy for 2023 to include new cross curricular initiatives and new lunchtime routines ie Active Leaders.
All pupils consistently make healthy lifestyle choices.	We have provided initiatives to increase opportunities for children to be active such as:		The school has offered opportunities for pupils from Year 1 to Year 6 to participate in physical activities after the school day.	Parent physical activity survey to be done in September 2023 to find out how active pupils are outside school.
All pupils engage in 30 minutes of physical activity a day in school.	- Physically Active Learning in the curriculum which is accessed by all pupils such as Now Press Play and Tagtiv8		Pupils’ activity levels at lunch and break increased as more equipment and new activities were offered to them.	Develop opportunities for parents and children can be active together.
There is a recognition of the benefits of Physical Activity by all stakeholders including how Physical Activity:	- Forest School	Forest School £5000	Pupils across the school are more active on a daily basis and enjoy being active. Children from Key Stage 1 and 2 are skipping everyday as they all have their own rope and practise for the Skipping School Festivals.	Arrange a refresher staff meeting for Tagtiv8.
- has a huge impact on the cognitive function of the brain including retention and recall	- lunchtime and breaktime play equipment			
- improves leaning behaviours such as concentration levels and focus	- lunchtime supervisors supervising activities			
- supports pupils to develop better self-belief and self-image	- physically active after school clubs	Circus workshop £450		
- contributes to whole child development	- the school grounds have been mapped and orienteering courses have been set up	Active Leader hats £336	Children across school have a more positive relationship with the outside and the natural world. They are building up resilience, social skills and teamwork through the activities they do at Forest	
	- a daily Sensory Circuit has been set up for the start of the day for children who need it			
	-Y5 and Y6 children trained as Active Leaders organising activities for younger			

Being active is the key - active children achieve more.	<p>children at lunchtime</p> <p>-Y3 have had a circus skills workshop and they have equipment to practise their skills at playtime</p> <p>Develop opportunities to educate children in the value and benefits of a healthy active lifestyle.</p> <p>Offer a range of after-school clubs to KS1 and KS2.</p> <p>Target the least active pupils in KS2 to offer them physically active after-school clubs.</p>		<p>School.</p> <p>12 of the least active children in KS2 have continued their engagement with the Young Tritons and Mini Mermaids running clubs. These children have not attended after school sports clubs over the past 2 years. Their confidence and self-esteem has also been boosted by attending these clubs.</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:

13%

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>- 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!</p> <p>- 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.</p> <p>- PE, sport and physical activity can be used</p>	<p>The member of staff leading PE, sport and physical activity is highly skilled, able to motivate staff and has the support of the headteacher, staff, governors, pupils and parents.</p> <p>PE, sport and physical activity is visible in the school (assemblies, notice boards, school website, Ping messages, pupil reward and recognition of pupils)</p> <p>KS1 and KS2 Skipping School Festivals encourage children to skip at break times, lunch times and brain breaks.</p> <p>-Sports Ambassadors are elected at the start of the year</p>	<p>West Leeds Sports Partnership</p> <p>£1300</p> <p>Skipping School training sessions and festivals</p> <p>£840</p>	<p>PE, sport and physical activity have a high profile in the school.</p> <p>There is PE, sport and physical activity ethos and culture in the school and there is evidence of PE, sport and physical activity being used across the school to support whole school priorities. Sports Ambassadors are a key part of Pupil Voice.</p> <p>There is strong leadership and management of PE, sport and physical activity. The PE Subject Leader is highly skilled, able to motivate staff and has the support of the headteacher, staff, governors, pupils and parents.</p>	<p>Develop the use of PE, sport and physical activity opportunities to improve behaviour. For example, by developing life skills in PE we can celebrate the learning of the whole child. If pupils develop skills such as respect, it will help improve their behaviour.</p> <p>Celebrate physical successes that happen outside of school! Create a display for pupils to showcase their sports and Physical Activities outside of school. This will encourage others to be active and raise the status of PE! Teach parents about the importance</p>

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<p>to develop the whole person including thinking, social and personal skills.</p> <p>- PE, sport and physical activity can aid the development of fine and gross motor skill development which link to academic achievement.</p> <p>- PE, sport and physical activity can impact on whole school outcomes such as pupil's behaviour and attendance.</p>	<p>-Sporting role models are used in other areas of the curriculum such as inspiring non-fiction writing, in Black History Month and International Women's Day.</p> <p>- Buy into the West Leeds School Sport Partnership which provides the following opportunities:</p> <ul style="list-style-type: none"> • Competitions across West Leeds • CPD programme • PE Subject Leader days • Membership of the Leeds Rhinos Foundation • Advice and support • Youth Sport Trust and Association for PE Primary Memberships • One day a year of Charlie Pyatt's (SGO) time <p>- Continue to develop the use of PE Hub planning and develop an assessment system to run alongside it</p> <p>Link the School Games Values to the school's core values to raise the profile of these and create a more holistic way of assessing PE lessons and not just a skills based approach.</p>	<p>PE, sport and physical activity have a high profile and are celebrated across the life of the school. It is celebrated and included in school newsletters, assemblies, website and is featured on school noticeboards. Pupils are rewarded with School Games Values certificates.</p> <p>The Sports Ambassadors have chosen a School Games Value to be focused on in PE lessons by teachers and a competition was run to design the new logos for the SGV certificates.</p> <p>The importance of personal development (physical skills, thinking skills, social skills and personal skills) are prevalent throughout PE, sport and physical activity. Pupils learn to respect and work with each other, exercise self-discipline and act in a safe and sensible manner. Pupils demonstrate:</p> <ul style="list-style-type: none"> *Fairness and respect *Resilience *Leadership *Excellent communication skills *Trust *Tolerance *Independence *Cooperation *Loyalty *Acceptance of responsibility <p>These are rewarded in assemblies with School Games Values certificates, swimming certificates and Star of the Week certificates.</p> <p>Evidence of the above was shown at Sports Day where the older children were exemplar leaders and showed patience, tolerance and understanding towards the younger children and</p>	<p>of being physically active! Recognise that parents might not value PE, sport and physical activity opportunities because they've never enjoyed it themselves. Examine ways to change their minds as this will have a significant impact on their children.</p> <p>Create new School Games Values certificates to be used in weekly celebration assemblies. This links with school's core values.</p> <p>Implement school's new assessment programme using a more holistic way of assessing PE.</p> <p>Look into ways of creating PE interventions for KS2 pupils who have not grasped the fundamental movement skills.</p>
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		<p>children with SEND.</p> <p>The confidence of girls was improved with Mini Mermaids running club, girls football clubs for every year group from Y2 to Y6 as well as Leeds United Wildcats football coaching.</p> <p>The self-esteem of upper KS boys has been greatly improved through the Young Tritons running club.</p> <p>On International Women's Day, Chicks Who Kick came and ran football workshops for girls from Reception to Year 6.</p> <p>During Wellbeing Week, children took part in activities which were good for both physical and mental health, such as skipping and yoga. Tanzii TV also ran workshops for the whole school which got all the children active and having fun. They were fantastic role models for all the children.</p>	<p>Incorporate Tanzii TV into everyday lessons to get the children more active.</p>
	<p>Chicks Who Kick £160</p> <p>Yoga £190</p> <p>Skipping Day £250</p> <p>Tanzii TV £750</p>		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				10%
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:				
<p>To ensure that:</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. - All pupils make good progress which is clearly reported to parents or carers. - Assessment involves pupils fully and identifies and celebrates their achievements - Where coaches are used, they are encouraged to deliver the school PE curriculum and to increasingly involve teaching staff supporting lessons to increase their confidence in delivery of the subject. - 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. All pupils receive two hours or more of timetabled high-quality PE. 	<p>Developing the confidence of all staff in teaching PE, to ensure the children have a much more exhilarating experience of PE. Buying into The PE Hub provides detailed planning and assessment so the staff can increase their confidence at delivering high quality PE lessons.</p> <p>To employ specialist PE teacher and qualified coaches (Leeds Rhinos Foundation) to work alongside teachers in lessons to increase their subject knowledge and confidence in PE.</p> <p>To provide cover staff to release teachers for professional development in PE, sport and physical activity.</p> <p>To procure quality-assured professional training for staff to raise their confidence and competence in teaching PE and sport</p> <p>To quality assuring the work of sports coaches and instructors employed to coach in PE lessons and after-school sports clubs.</p> <p>To monitoring the use of PE Hub planning and whole school PE coverage. PE.</p> <p>SL attended a webinar covering all aspects of The PE Hub including new developments.</p> <p>To assess and celebrate the learning of all pupils, by monitoring pupil attainment.</p>	<p>£350 PE Hub</p> <p>£1000 Leeds Rhinos Foundation</p> <p>Specialist dance and gymnastic teacher for staff</p> <p>CPD EB Physical Education Consultants</p> <p>£720</p>	<p>The confidence, knowledge and skills of staff in teaching PE, sport and physical activity have increased. Teachers have been upskilled in teaching rugby, football, cricket, athletics and gymnastics this year through regular CPD provided by EB Physical Education Consultants, Leeds Rhinos Foundation and the West Leeds Schools Sport Partnership.</p> <p>School staff are better equipped/ more confident to teach PE in school. All teachers of Physical Education use an age appropriate, sequential Physical Education Curriculum that is consistent with national standards.</p> <p>All pupils are engaged, motivated, demonstrate a good level of understanding and skill and take some lead in PE lessons. Behaviour is good across PE lessons and pupils make decisions that challenge and inspire them even further.</p> <p>The teaching and learning of PE is good or outstanding – most staff are confident and competent to deliver high quality teaching and learning.</p>	<p>- work alongside staff when teaching PE to offer advice and professional development.</p> <p>To find out how staff feel about PE and support their specific needs through completing a questionnaire.</p> <p>To observe PE lessons across school to enable an exact picture of PE to be developed and to understand if further support and development is necessary.</p> <p>To develop more opportunities for pupils to develop their leadership, coaching and officiating skills through Active Leaders.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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>To offer a range of traditional, new and alternative sporting activities 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, breakfast clubs - Enrich - these activities offer a range of new opportunities, e.g. cycling, circus skills. <p>Leadership and Volunteering</p> <ul style="list-style-type: none"> - A programme of leadership and volunteering e.g. Sports Ambassadors, Active Leaders - Active leaders experience high quality training and are supported to be deployed across a whole range of opportunities within the school <p>School Club Links and Community Provision</p> <ul style="list-style-type: none"> - To continue to have excellent partnerships with other providers - To build on formal links with sports clubs and external sporting organisations which enable pupils to extend their participation and have 	<p>To ensure that ALL pupils experience a broader range of sports and activities.</p> <p>To provide opportunities for ALL pupils including SEND, the least confident and the least active to attend exciting, varied and a new range of activities</p> <p>To encourage pupil voice to have a wider influence on the sports and activities we offer.</p> <p>To give Upper KS2 the opportunity to lead and manage children during our inclusive sports day event.</p> <p>Explore local opportunities and build links with local community sports clubs through our SGO and other key partners.</p> <p>To build links with other local schools to provide opportunity for 'Come and Try', and 'Develop and Play' events in different sports and activities – particularly focusing on children who wish to participate in friendly competition rather than citywide competitive events.</p>	<p>Next Generation Football Coaching £4800</p> <p>Leeds United Wildcats coaching £650</p> <p>Sports equipment £1024</p>	<p>A programme of a rich, varied and inclusive school sport and physical activity was planned.</p> <p>Wellbeing Week took place where children tried yoga, skipping and dance.</p> <p>As a result of accessing a broader range of sport and activities, pupils have increased confidence and improved wellbeing.</p> <p>Pupils represented the school in many competitions from the 'Come and Try' and 'Develop and Play' events in dodgeball, basketball etc to more competitive events such as football tournaments, skipping and athletics.</p> <p>We have continued to develop relationships with Next Generation, EB Physical Education Consultants and Leeds United community coaches who provided us with an excellent service.</p> <p>56% of SEND children attended a club</p>	<p>To establish strong, sustainable partnerships with local community sports clubs where no links have been made in the past such as Thornbury Cricket Club.</p> <p>To continue the Active Leaders programme in Y6 and train new Active Leaders in Y5.</p> <p>Survey the pupils again to find out what sports activities they would like to try.</p> <p>Continue to offer a wide range of after school sports clubs to all pupils in KS1 and KS2.</p> <p>To develop a community sports links page on the new school website which identifies clear pathways and links to local opportunities and clubs.</p> <p>Run a MM2 Club to target girls who have previously not attended a club.</p>

<p>access to specialist coaches and facilities</p> <p>Coaches in School</p> <ul style="list-style-type: none"> - Coaches are deployed effectively to provide high quality sports coaching and to support the competition and school sport programme - Coaches are qualified to deliver in primary schools (NGB level 2 qualifications as a minimum) - Minimum operating standards are met according to the BALPE Health and Safety Guidelines. 	<p>To celebrate pupils' achievements through newsletters, assemblies, photos on website etc</p> <p>To employ sports coaches to provide age and stage appropriate extra-curricular sporting opportunities and to improve sports skills in children through increased opportunities in school.</p>		<p>82% of Pupil Premium children attended a club</p> <p>48% of KS1 children attended a club</p> <p>77% of KS2 children attended a club</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				11%
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>
<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 	<p>To develop an inclusive competition framework which offers a wide range of competitive opportunities through extra-curricular activities that enable pupils to compete at a personal level (personal best), intra and inter level. Competitive sport fixtures are played at all levels to cater for the different needs of children, providing safe, challenging and healthy competitions.</p> <p>To provide an opportunity for ALL pupils</p>	<p>£1000 Leeds Rhinos Foundation</p> <p>Coach travel to and from</p>	<p>An intra-school sports day was held in July.</p> <p>The house team system works very well for intra-school sports and all children feel included.</p> <p>There is a sports teams notice board with pictures of both competitive teams and 'come and try' and 'develop and play' teams.</p>	<p>Continue to monitor that the opportunities to compete are being accessed by ALL pupils – both inter and intra.</p> <p>- Identify which pupils (age, gender, other groups) do not currently engage in competition.</p> <p>-Continue to enter competitions which are organised through city and</p>

<p>appropriately trained and display behaviours reflective of the nature of the competition.</p> <p>4. The environment is safe and creates opportunities to learn and maximise social development.</p> <p>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> <p>We also consider that competition can take place in a variety of settings and environments such as:</p> <p>Personal Best – competition against oneself</p> <p>Intra – competition taking place within school</p> <p>Inter – competition with other schools</p> <p>County – competition with others across the county</p>	<p>to have represented Pudsey Bolton Royd. Brad Cox from Leeds Rhinos Foundation organizes weekly events at local high schools. Leeds Well Schools Partnership also organizes both local and city wide events at 'Come and Try', 'Develop and Play' competitive and inclusive levels.</p> <p>To develop intra-school competition using the school house system.</p> <p>Celebrate competitions in assemblies and on the school website. (certificates, photos etc.)</p>	<p>competitions £1320</p>	<p>Personal best is used in both skipping and athletics.</p> <p>60% of SEND children represented the school in a competition</p> <p>62 % of Pupil Premium represented the school in a competition</p> <p>49% of KS1 represented the school in a competition</p> <p>55% of KS2 represented the school in a competition</p>	<p>cluster level. Introduce friendlies with other local schools on a more regular basis.</p> <p>Invite a wider range of children to the Leeds Well Schools Partnership and Leeds Rhinos foundation events.</p> <p>Continue to offer competition to SEND pupils through the Leeds Well Schools Partnership competitions.</p>
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Signed off by	
Head Teacher:	Paul Kilner
Date:	24.7.23
Subject Leader:	Alexandra Reddish
Date:	24.7.23
Governor:	
Date:	