

# 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](#).



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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£19,860
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£20,600
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£20,600

## 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 2022.</p> <p>Please see note above</p>	52%
<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>	42%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	65%
<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/ <b>No</b>

## 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.

<b>Academic Year:</b> 2022/23		<b>Total fund allocated:</b> £20,600		<b>Date Updated:</b> 10.7.23	
<b>Key indicator 1:</b> 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: 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:
Establish active play during break times and lunchtimes	<p>Adults to identify the least active and use PE equipment to play games and practise their Real PE skills.</p> <p>Playground resources purchased to support active breaks.</p> <p>Staff to have targeted groups to support active breaks (games and activities)</p> <p>Lunch time rota set up (football and cricket club)</p> <p>Purchase of netball nets in the playground (permanent ones to be concreted in the playground)</p>		£4400	<p>Each class has a set of skipping ropes to promote physical activity at break times.</p> <p>In the autumn term, 58% of pupils could skip across the school, but now it is up to 72%.</p> <p>45% of children choose to skip at break time at least twice a week.</p> <p>It has increased children's behaviour and formed new friendships. Year 3 particularly have much less children ending up on a behaviour step due to their actions at break time.</p> <p>Purchasing of longer skipping Purchase longer skipping ropes for each class so they can take part in group skips.</p>	<p>Continue to promote skipping at playtimes</p> <p>Purchase longer skipping ropes for each class so they can take part in group skips.</p> <p>Have a 'skipping day' next year where the whole school will skip and learn new skills and routines</p> <p>Utilise play leaders and adults on the playground to organise sports</p>

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<p>To increase the number of children taking part in the Daily Mile.</p>	<p>Have a real push on the Daily Mile this academic year.</p> <p>Set termly challenges for each year group to enhance motivation (run to a specific country etc.)</p> <p>To introduce the Daily Mile to Year 1 in the summer term</p>		<p>Children take part in timetabled Daily Mile at least 2x a week (on the days when they do not have PE).</p> <p>Children have a painted route to follow on the playground – which helps them keep track of the number of laps they have run.</p> <p>Year 2 and Year 6 have been particularly good at completing the daily mile several times a week.</p> <p>Children now understand the importance of pacing themselves around the track and showing perseverance.</p> <p>Children have been identified for next year’s cross-country competitions</p>	<p>Continue to raise the profile of the Daily Mile in the autumn term.</p> <p>Set half termly challenges for the most active class (awarded a class trophy)</p> <p>Use the Daily Mile track for cross-country training to support children in the competitions.</p> <p>Target the less active and they can complete the Daily Mile at different times to the whole class</p>
<p>Physical activity breakfast club</p>	<p>Purchase equipment to support with active breakfast club including children with SEND and Pupil Premium.</p>	<p>£1,000</p>	<p>Has worked with children who access breakfast club.</p> <p>Children involved have found to be arriving in class more focussed and ready to learn after taking part in these activities.</p>	<p>Add more structured activities available to pupils.</p> <p>Target FMS such as throwing and catching or balances</p>
<p>Provide a broad variety of extracurricular physical activity and sports clubs, offering funding where necessary</p>	<p>Create pupil survey data to offer a variety of after school clubs. Where possible or necessary, pay for specialist coaches to conduct some after school clubs’ sessions.</p>	<p>£2,000</p>	<p>Children have been able to take part in a variety of extracurricular clubs that have either been organised by staff member or specialist coaches.</p>	<p>Continue to provide children opportunities to compete in a variety of after school sports clubs.</p> <p>Use funding to bring in more coaches to aid in helping the school to compete in competitions successfully.</p>

				Use of Calderdale Sports Partnership to gain access to more extracurricular activities
Educate children in the value and benefits of a healthy active lifestyle.	Through PE lessons and sport, ensure our children understand the role of movement in the development of their own physical literacy, fitness, and well-being Ensure children are physically active in PE lessons (warm ups, skill progression and games)		<p>We have benefited from links with Forza (football), local cricket teams and coaching and the visit of a Paralympic athlete. This has helped to increase children’s participation in sport outside of school.</p> <p>During PE lessons, children are educated about the importance of leading healthy lifestyles.</p> <p>Data from the eHNA pupil survey showed that 93% of pupils say that teachers support our wellbeing, 89% of pupils say there is at least one adult that cares about their wellbeing and 98% of pupils say that all adults are there to look after them and keep them safe and happy (eHNA survey 2023)</p> <p>Each year group have had a PSHE unit around ‘Healthy Me’ which has educated the children around leading a healthy lifestyle and understanding what they can do to promote a positive mental health.</p>	<p>Look closely at the eHNA survey and increase the percentage of children who are active for 30 minutes a day in school.</p> <p>Introduce further opportunities for pupils to be physically active throughout the school day.</p> <p>Continue and expand our links with local sports clubs, athletes and coaches.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				3%
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:
Real PE and Real gym subscriptions to support ALL children's personal development.	Real PE scheme of works break it down into six different areas of social, physical, creative, health and fitness, cognitive and personal. Each unit develops ALL children's personal development skills.	£500	After the deep dive in Spring term we decided to change schemes.  Will allow children to know more and do more in PE, will give them more opportunities to participate in games and sports Scheme also focuses on Personal Development of pupils	Award winners for children in PE in relation to PD every half term.
External recognition of PE that has an impact on school values and ethos	In PE lessons, there is a focus on social and communication skills.  During sport lessons (netball, handball etc children practise their leadership skills and other school values such as determination and perseverance).  This correlates to the school values of friendship,	N/A	Value award winners this year have been nominated for their values shown in PE lessons.  Competing teams of children have shown the school values in abundance. This has been noted by adults.	Continued focus on showing PD skills and school values in lessons and competitions.  Top PE person award every week for children

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				29%
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:
Provide staff with professional development mentoring, training, and resources to help them teach PE and sport more effectively.	<p>Staff meeting showing how to teach PE using Real PE (focus on AFL).</p> <p>Share National College training with staff when appropriate PE lead to watch the Ofsted webinars and share information with staff.</p>	N/A	<p>Staff survey into competence in teaching PE shows an increase across all staff members.</p> <p>Staff meetings, access to Iris videos and drop ins have aided in this regard.</p> <p>Each year group have had one half term of quality dance teaching.</p> <p>Dance planning saved on the school system for future reference.</p> <p>CPD day attended by PE</p> <p>New scheme of work successfully introduced by PE lead</p>	<p>CPD to be led by the PE lead for new staff in the autumn term.</p> <p>PE lead to work with the least confident throughout the year and pair them up with more competent staff. Created by: Supported by: lead has help to implement new ideas in the teaching of PE.</p>

<p>Increase staff's knowledge and understanding around planning a unit of dance and assessing against the subject progression document.</p>	<p>Hire specialist dance teacher to work alongside teachers to enhance and extend the teaching of dance. Dance teacher to share planning with the school so it can be used for future lessons.</p>	<p>£5,000</p>	<p>Dance planning saved on the school system for future reference.</p> <p>Dance teacher has spoken to each year group about the sequences of dance learning carried out.</p>	<p>Dance teacher to teach a different unit of work, to build banks of planning for the future.</p> <p>Organise opportunity for dance teacher to hold some teaching CPD.</p>
<p>Increase staff's confidence in teaching PE</p>	<p>Teachers who need extra support, the PE lead will team teach a lesson each half term.</p> <p>Continue to embed RealPE scheme within school through deliver of weekly PE lessons &amp; ongoing purchase of online learning platform – Jasmine Active.</p> <p>Ensure teachers are role models to their pupils when taking part in PE External courses for PE lead and teachers</p>	<p>£1000</p>	<p>Throughout the year, the PE lead has team-taught PE lessons with the least experienced which has had a positive impact on teacher's confidence (staff survey)</p> <p>Staff are now confident at using the Get Set 4 PE software and understand the philosophy behind it.</p> <p>Purchasing of correct kits for staff has increased confidence in staff to deliver PE.</p>	<p>Staff continue to offer drop ins for staff members along with arranging opportunities to team teach PE.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 16%
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:
Introduce new sports/activities on offer for all children using the 'PupilVoice' survey	Pupils to complete the survey in the Autumn term and the PE lead to organise the implementation. Invite specialist sports coaches in to deliver sports and activities for ALL pupils	£2,500	We have introduced new activities such as boccia and curling and competed in tournaments for these.  Staff have delivered new activities for the children which have included boccia, multi-sports, and netball.  Pupil engagement levels significantly increased as well as enjoyment (see survey data)	Using the eHNA survey results, hire specialised sports coaches to deliver new sports and activities for the pupils
Liaise & maintain links with external/local sport organisations to provide a variety of extra-curricular activities.	In the Spring Term, invite KS2 pupils to Queens Tennis club for coaching Invite sports coaches in from the local cricket teams to deliver a block of coaching	£500  £250	Variety of local coaches delivered sport for children as after school clubs and inspiration days.  Children received high quality coaching in football and cricket specifically.	After school sports clubs to continue again from September  Coaches to be invited in from September to deliver cricket training to prepare our children for competition.  Queen's club to start again in Created by: Supported by the Spring Term to get the children ready for competitions.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				17%
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 pupils' participation in the School Games	Invite children who have never competed for the school to engage in competitive sport.	Brooksbank School Games Partnership membership £250	Children competed in a variety of competitions across Calderdale.  Children who took part enjoyed and appreciated the opportunity to compete in competition.	We have registered to be part of the School Games for the next academic year.  We will take part in as many sporting competitions as possible and target the least active, SEND and those who have not had the opportunity to represent the school.
Provide more opportunities for children to represent the school playing sports and other activities  Ensure children with SEND are catered for	Provide a range of sports and activities for children to take part and compete in (Boccia, cross country, Futsal, football, ten pin bowling, cricket, athletics and more).  Children who are on the SEND register will all be given opportunities t	£500	Children with SEND took part in a bowling competition and boccia this year.  Children involved loved it and gained confidence from the experience.	Continue to cater for SEND by entering pentathlon through School Games membership and any other opportunities provided by Calderdale Schools Partnership Target invite children with SEND to after school clubs to increase confidence and participation.
Design a sports competition timetable for cross Trust events	Throughout the year organise a range of competitions against Deanfield.  Pupils will develop their friendships between the two schools.  Skills to be focussed on are leadership skills, teamwork, determination/perseverance and social development.	£200 for rewards (medals etc).	Football games between y3/4 and y5/6 took place in the summer term, they really enjoyed the event and it helped to build friendships across the cluster.	Continue to liaise with DF and organise a variety of cross trust sport events.

Organise a Trust Sports -Day in the Summer Term	Organise a Sports Day for Deanfield and Beech Hill.  Use the survey from the previous event to make necessary changes	£500 for resources	Sports day was a huge success where children competed as a class in their year group.  Children took part in a range of activities on a carousal format and winning classes were announced on Seesaw.	To organise a cross Trust Sports Day again  To invite parents back again to support their children. To use the parent survey from previous year to ensure improvements are made.
External coaches to support with extra-curricular activities	Liaise with Bradford Bulls coaching and Halifax Panther to provide children with after school clubs.	£2000	Variety of local coaches delivered sport for children as after school clubs and inspiration days.  Children received high quality coaching in football and cricket specifically.	After school sports clubs to continue again from September  Coaches to be invited in from September to deliver cricket training to prepare our children for competition.  Queen's club to start again in the Spring Term to get the children ready for competitions.

Signed off by	
Head Teacher:	S.Hussain
Date:	10.7.23
Subject Leader:	C.Batley
Date:	10.7.23
Governor:	N.Najib
Date:	20.7.23