

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	£2,530
Total amount allocated for 2021/22	£19,330
How much (if any) do you intend to carry over from this total fund into 2022/23?	£2,530
Total amount allocated for 2022/23	£19,310
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£ 21,840

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 2022. Please see note above	13.2%
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	13.2%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	28.3%
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?	No

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 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:
					21%
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?:	
Pupils in EYFS are given the opportunity to develop their strength and a range of gross motor skills through using a range of outdoor vehicles.	Purchase of a wider range of outdoor vehicles to be used as part of EYFS continuous provision (2 x rabo circle carts; 2 x winther hand twisters; 4 x winther scooters; 4 x scooters; 4 x bicycles) helmets (8 x 48-54 helmets; 4 x 44-50 helmets).		£2928.88	Pupils are developing their strength by being given the opportunity to move a variety of vehicles. Pupils are practising coordinating different body parts to move different vehicles. Pupils enthused to try new ways of moving and engage with different provision.	
The school has the day-to-day resources required to deliver its physical activity curriculum.	Purchase of necessary resources		£1695.68	Pupils can fully engage in all aspects of the PE curriculum by utilizing a range of resources and equipment.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					23%
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 provided with the opportunity to develop their balance and coordination so that by the end of lower key stage 2, they can ride a bike and then can pass level 2 Bikeability, by the end of primary school.	Provision to develop balancing skills built into outdoor provision; purchase and storage of 20 school bicycles and helmets required; weekly bicycle lesson (1 term) built into school timetabling - current Y3 cohort first year group to have bicycle lessons.	£5063.91	Children are being given structured opportunities to learn how to ride a bike. This is free of charge, to parents, and does not require children to have a bicycle at home. This will then mean that when these children access the level 2 Bikeability programme, they have a far greater chance of meeting this standard.	Future model for bicycle lessons to be summer 2 (year 2) and autumn 1 (year 3). This will mean that, with parental support and access to a bicycle, children can practise their skills over the summer holidays and then further their learning in year 3.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

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:
A team of staff can develop children's scootering skills, at various times, during the school day.	6 x members of staff receive scootering CPD so that they can teach children how to scooter through clubs, play and lunchtime provision.	£275	Before-school scooter club now offered 5 x per week; scooter provision available during KS1 playtimes and for all year groups, from reception+, at lunchtimes.	As children's skills continue to develop, they are given the opportunity to further develop their skills e.g. through the use of ramps, scooter courses etc.
Where required, teachers have received high quality 1:1 support to deliver the school's PE curriculum.	2 x members of staff receive 'Building Confidence in Primary PE' for one term.	£1428	Teachers who accessed the training are demonstrating increased confidence; this is positively impacting on pupils' skill development and engagement in	Ongoing monitoring to inform future CPD needs; new teachers provided with training, as needed.

			lessons.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 38%
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:
Children are provided with the opportunity to engage in a range of free extra-curricular sporting activities which develop their interests and skills, both before and after school.	5 x after school clubs delivered by Bradford City Football coaches. 5 x before school and an additional 3 x after school sporting clubs also provided, based on children's interests.	£8,181.98	Children who may not participate in sporting clubs outside of school, have the opportunity to do so. Pupils are demonstrating increasingly strong skills, particularly in football. Pupils enjoy the clubs and engaging in further physical activity, beyond the normal school day.	Club offer to continue to develop and take account of children's interests.
Children are encouraged to play a range of games, to ensure they are active, at play and lunchtime.	5 x members of support staff access free playground games training through Bradford RiC programme. These games then taught to children through special 'play afternoons'. Resources for different games then bought and put into bags, for children	£67.28	Pupils are engaging in a wider variety of physical activities, at play and lunchtime. Pupils are enjoying the games they have been introduced to.	Monitoring of impact of new games on pupil activity; resources purchased/ staff and pupil training organised, as necessary. School council to continue to support pupil voice on how play and lunchtime provision can be

	to access, at play and lunchtime			further developed.
Key indicator 5: Increased participation in competitive 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 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:
Pupils are given the opportunity to engage in free competitive sporting events, beyond what is offered within the curriculum.	Links built with local schools to have tournaments e.g. football fixtures, cricket festival. Sports UK subscription gives access to a range of competitive sporting events and coaching to support success. Resources required for sports day/celebrating sporting achievements.	£2100.00 £99.27	Children have had the opportunity to engage in competitive sporting activities, outside of school, and experience playing in different venues and against unknown opponents. The opportunity for pupils and parents to celebrate competitive sport.	Links with local schools, and beyond, to continue to develop. School to continue to use fields, within the local community, to enable a school sports day, on grass, to happen. Future sports day to take account of 'trials' in PE lessons to enable a greater element of competitive sport to be built into the format; all children to continue to be included in future sports days

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Head Teacher:	<i>Victoria Merriman</i>
Date:	3.7.23
Subject Leader:	Lucy Johnston (on maternity leave 21.10.22 until Sep 23); Victoria Merriman therefore overseeing
Date:	3.7.23
Governor:	<i>P. Sayers</i>
Date:	10.7.23