

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. **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



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£19,430
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19,470
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£ 0

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>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</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>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.</p> <p>Please see note above</p>	62%
<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>	69%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	82%
<p>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?</p>	Yes/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: £19,470		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: %
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?:	
Develop provision for physical activity at break and lunchtime.	Provide boxes of equipment for each year group and ensure each year group has enough space on the playground to allow physical activity. Year 6 Sports Leaders to lead activities for younger children in KS1 and LKS2. Overseen by PE subject leader. Each Yr6 Sports Leader to have a set day that they work with KS1.		£ see PE resources funding	The majority of pupils across the school are active at break and lunchtimes. The playground is divided to ensure there is enough space for each year group to take part in physical activity. Yr6 Sports Leaders lead activities for younger children every lunchtime.	
All pupils to enjoy being active and want to increase their own physical activity and fitness levels.	Increase pupil's activity levels through: active break and lunchtimes, active lessons (where possible), opportunities to take part in a range of sporting after school clubs and taking part in well-structured PE lessons.		£ see Sports coach/PE resources funding	A large majority of pupils across the school are active at break and lunchtimes. Teachers are providing opportunities throughout the school day for ALL pupils to be active, in particular when pupils do not have PE that day. CPD successful	
				School council to organise break and lunchtime boxes again - through discussions with their own class. All Yr6 pupils to be trained as Sports Leaders through Leeds United coaches.	
				Continue this next year so that pupils continue to be active at break and lunchtimes. Staff knowledge and skills engages ALL pupils in well structured PE lessons and pupils are offered a range of sporting after school clubs. Look into	

<p>Provide a range of activities - increase the number of clubs for children.</p> <p>Ensure PE resources are fit for purpose and allow pupils to be challenged in PE lessons (e.g. challenge for more able pupils though size of ball, size of hoop etc)</p>	<p>As well as sports clubs taught by ACES, provide further opportunities for sports clubs to be taught by LSAs.</p> <p>PE team to continue to monitor resources and liaise with staff to order new resources when required.</p>	<p>£ see Sports coach funding</p> <p>£ 3234</p>	<p>for most staff, ensuring PE lessons are inclusive for all pupils and that pupils are active for the majority of the lesson. After school clubs are very popular with pupils and always oversubscribed.</p> <p>Pupils were offered a range of clubs from the external coaching company (ACES) and some school staff (e.g. football) Clubs were always over subscribed.</p> <p>ALL pupils are encouraged to be engaged in well-structured PE lessons, using a range of equipment to provide further support or challenge.</p>	<p>different CPD offer for staff next year, using specialised coaches.</p> <p>Continue this offer to pupils next academic year. If clubs are over-subscribed, ensure ALL pupils have the opportunity to take part in a club during the year. An Additional dance club to be offered next year.</p> <p>17 % To continue next academic year.</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation: %</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<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>

PE and school sport to be celebrated in assembly each Friday. Encourage all pupils to aspire to being involved in assemblies – including sharing successes out of school, sharing the work of the Pudsey Cluster, sharing sporting activities on social media (Twitter) and on the school newsletter.	PE team to ensure that when pupils take part in sporting festivals and competitions, this is shared in assemblies. PE team to ensure that these competitions/festivals are celebrated on the school social media (Twitter) and the school newsletter with photos.	£ see PE Team funding	Children enjoy taking part in sporting events and this being recognised and celebrated in assembly. ALL sporting events and competitions are shared with the school community through the newsletter, on social media or on the PE notice board.	To continue next year.
Owlcotes Elements: Healthy Mind and Body, Sense of Adventure and Sporting Spirit.	Every year group to have dedicated ‘Owlcotes Elements’ that link to PE, School Sport and Physical activity so that ALL pupils are given opportunities to take part in PESSPA.	£ see PE Team funding	All year groups took part in ‘Owlcotes Elements’ that link to Sport and Physical Activity. We encourage ALL pupils to have a healthy mind and body, have a sense of adventure and develop sporting spirit	To continue next year.
Continue assessment in PE – so that all pupil’s abilities are monitored in the different areas of PE.	Staff to assess PE after each unit taught each half term, against specific assessment statements for each PE unit. This will ensure that assessment of PE is accurate at the end of the year.	£ see PE Team funding	ALL pupils were assessed against most of the PE units taught this year, to ensure accurate assessment at the end of the academic year. This allowed more able pupils to be identified and to be challenged more in PE lessons.	Subject leader to look at consolidating the PE objectives to the most important , so that assessment is easier for staff to complete each half term.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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>To ensure all children are participating in two hours a week of high quality PE and the Quality of teaching and learning in Physical Education will be developed through staff CPD for all class teachers.</p>	<p>Each year group to receive CPD through coaching delivered by ACES. Each year group to work with the sports coach for a term and choose the PE units they would like to improve their teaching of.</p>	<p>£7900</p>	<p>ALL class teachers that teach PE received CPD in an area of PE/a unit that they wanted to improve their own practice. This meant that pupils received high-quality well-structured PE lessons.</p>	<p>41 % Subject leader to look into a different CPD offer for staff, where specialist teachers offer high quality modeling of engaging PE lessons (e.g. dance specialist)</p>
<p>Improve the delivery and consistency of the PE provision across school. Ensure that pupils are being taught a varied and balanced curriculum that is suited to their level of development.</p>	<p>PE team to ensure the PE long term plan is followed by all staff, through lesson observations and discussions with staff. In Foundation and Key Stage One the focus will be on Fundamental Movement Skills (hopping, skipping, catching, kicking, throwing, striking, coordination) In Key Stage Two the Fundamental Movement Skills will continue to develop through the teaching of sport specific units. The units will be taught in alternative year groups and there will be a variation of sports (e.g. badminton, handball, OAA)</p>	<p>£ see PE team funding</p>	<p>ALL staff followed the agreed long term plan, so that pupil's skills in different areas of PE could develop as they moved up to the next year group. Feedback from pupils in KS2 about a more varied long term plan of sports (e.g. badminton and handball) was very positive and pupils were keen to continue to play these sports at break and lunchtime.</p>	<p>Discuss with staff any changes to the LTP that they feel would be beneficial for their year group. Continue LTP next year, as staff will be familiar with the units.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:

Intent	Implementation	Impact	Impact	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</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>

consolidate through practice:				
Additional achievements:				
Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved and engaged	PE Team to ensure ALL pupils are given the opportunity to take part in sport festivals/competitions throughout the year by tracking participation on a whole school sports tracking document.	£ see PE team funding	Pupils were offered a range of clubs from the external coaching company (ACES) and the opportunity to take part in weekly events organised by the West Leeds School Sports Partnership.	Continue this offer next academic year. Use the 'Pupil Participation Tracker' to allow pupils who did not engage in festivals/competitions this year, opportunities next year.
Focus particularly on those pupils who do not take up additional PE and Sport opportunities.	PE Team to target pupils who do not always engage with sports festivals/competitions.	£ see PE team funding	Specific children were targeted for festivals and competitions (e.g. SEND pupils and pupils from disadvantaged backgrounds) to ensure ALL pupils are given the opportunities to take up the offer.	Continue to target pupils who do not take up the offer of festivals/competitions through the school year.
Expose pupils to a wide range of sports and activities during 'Healthy Heart Week' in July 2023.	PE Team to plan activities and contact coaches to allow pupils to take part in activities they do not normally get opportunities to take part in during 'Healthy Heart Week'.	£ see PE team funding	ALL pupils took part in activities during 'Healthy Heart Week' and were given opportunities to participate in sports that they had not taken part in before. Pupil feedback was very positive.	Healthy Heart Week is planned for next academic year.
Using the 'Owlcotes Elements' provides OAA opportunities for all KS2 classes. These opportunities will include; The Depot (Yr3), West Leeds Activity Centre (Yr4), Yeadon Tarn (Yr5) and Junior Warrior (Yr6)	Links within the 'Pudsey Cluster' with local clubs ensures that ALL pupils in KS2 will take part in OAA activities during the school year, from Year 3 up to Year 6.	£ 850	ALL pupils in KS2 took part in OAA and feedback from pupils was very positive.	4% This will continue next academic year.

Key indicator 5: Increased participation in competitive sport				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:
Ensure competition is accessible to all pupils in all Key stages. Provide transport where necessary for pupils to attend.	PE Team to ensure ALL pupils are given the opportunity to take part in sport festivals/competitions throughout the year by tracking participation on a whole school sports tracking document. Transport will be provided to allow access for ALL pupils.	£ 2,000	ALL children were tracked on the School Sport tracking document to ensure as many pupils as possible took part in sporting festivals/competitions. Transport was provided to and from competitions/festivals to ensure access for ALL pupils.	10% Continue next academic year. Refer to previous 'Pupil Participation Tracker' when choosing pupils to take part in festivals/competitions next year.
Ensure that competition is included in PE SOW so that all pupils access competition situations within lessons.	The PE Hub planning provides opportunities for competition within each series of lessons within a unit.	£ 546	ALL staff used The PE Hub to ensure PE lessons allowed pupils to make good progress and take part in 'competition' situations within the unit being taught.	3% Continue next academic year
Pupils in Year 2 and Year 4 have the opportunity to take part in a skipping competition.	Skipping Schools to work with ALL Year 2 and Year 4 pupils so that they have the opportunity to learn different skipping skills and take part in a skipping festival/competition.	£840	ALL Pupil in Year 2 and Year 4 took part in skipping sessions. Children were chosen to then take part in the Year 2 festival and the Year 4 competition. Feedback from pupils was very positive.	4% The benefits of skipping are high quality physical activity and improved coordination. Pupils encouraged to continue their skipping skills at break and lunchtimes.
Ensure that additional staff are employed to: coordinate the competitions, take pupils to competitions and organise pupils attending competitions/after school clubs etc.	PE Team to ensure that all key indicator targets are met throughout the school year.	£ 1,000	The PE Team met regularly to ensure competitions/festivals were offered to ALL pupils, that sporting after school clubs engaged/interested ALL pupils and to organise WHOLE SCHOOL physical activity, such as 'Healthy Heart Week' and Sports Day.	5% To continue next academic year.

<p>Through membership of West Leeds School Sports Partnership, ensure competition is available to ALL pupils throughout the school year.</p>	<p>Attend a range of weekly competitions organised by the West Leeds School Sport Partnership, in conjunction with the Leeds Rhinos Foundation.</p>	<p>£3,100</p>	<p>Pupils were given opportunities throughout the year to take part in a range of festivals and competitions, such as: netball, football, tag rugby, rounders. The Leeds Rhinos Foundation also came into school to offer staff CPD and coaching during 'Healthy Heart Week'.</p>	<p>£16% Continue next year.</p>
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Head Teacher:	D.White
Date:	24/7/23
Subject Leader:	N. Christopher-Walker
Date:	24/7/23
Governor:	Macaley Smith
Date:	24/7/23