

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:

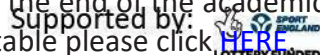
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

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 2021. 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 for 2022/2023	£19,090

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 2020.</p> <p>Please see note above</p>	15%
<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>	15%

<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>53%</p>
<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>	<p>Yes, Year 4 pupils had access to swimming lessons as a follow on from lessons in year 3, which will enable a greater percentage of children to reach at least the expected standard by the end of Key Stage 2.</p>

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

Academic Year: 2022/2023		Total fund allocated: £19,090		Date Updated: January 2023	
<p>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</p>					Percentage of total allocation:
					5.2%
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:
Play training for lunch staff to actively engage a higher number of children during lunchtime.	Midday supervisors to attend training, delivered by Sunderland School Games, to promote and offer greater active play and activities at lunchtime. (part of <i>SLA package</i>).		£0	Midday supervisors have completed CPD delivered by Sunderland School Games and applied it.	New lunch staff will attend CPD provided next academic year. To continue to monitor and adapt areas and games during lunchtimes.
Increase extra-curricular sport clubs. Introduce new sports to maintain children's interests.	Work alongside extended services coordinator to offer a wide range of sports clubs by both school staff and outside agencies.		£500	Keep Active provided coaching to sports clubs across the school.	Maintain current links and seek new links to continue to offer a wider range of sports after school clubs.
Active playtime and PE equipment is replenished regularly alongside new equipment to meet the needs of the children.	Sports coach to monitor use of equipment in PE and on the playground. Sports leaders to report any damaged items.		£500	Children had more opportunities available to them to participate in many activities at playtime and lunchtimes. PE lessons were successful as equipment was	To continue to monitor and purchase equipment that is needed to maximise the opportunities available to the children.

			available to meet the needs of the planning.	
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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:
				16.7%

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 a wider range of sport specific tournaments to maintain interest and participation of more children. Introduce more competitions using running track and fitness trail.	Sports coach to re-introduce regular lunchtime intra-school competition, to then progress to inter-school sports. Medals and certificates to promote participation.	£100	Lunchtime tournaments have been organised between classes and year groups.	Following CPD training, lunchtime staff to organise more regular intra-school competitions.
Sports leaders to continue their role in promoting physical activity to peers at playtimes and lunchtimes.	Regular training and meetings with sports coaches to ensure successful running of sports leader programmes. Caps for sports leaders to wear.	£80	Current and new sports leaders helped run sports day for the whole school. Sports leaders have led activities and games on the yard.	Continue to develop the sports leader role including the maintenance of PE equipment.
Develop the new sports ambassadors role within school to	Meetings and training to develop	£0	Regular meetings with sports ambassadors have developed	New adaptations to the role to be considered in relation to

<p>promote sports activity and healthy eating.</p>	<p>ideas and implement these, using the children's voice to help make a difference around everyday choices around activity and healthy eating. Work alongside the headteacher and PSHE lead to monitor.</p>		<p>their role in the promotion of PESSPA throughout school.</p>	<p>combining sport with wellbeing</p>
<p>Develop the use of the orienteering course, eventually used cross-curricular.</p>	<p>Teach orienteering to a wider range of year groups to embed the skill to a wider audience. Sports coach to train the sports leaders to run orienteering during lunchtimes. All staff receive regular input from school staff and cross-curricular orienteering staff.</p>	<p>£0</p>	<p>Year 2, Year 5 and Year 6 have accessed the orienteering course as part of the curriculum.</p>	<p>Work with sports leaders and lunchtime staff to increase the use of the course during extra curricular activities.</p>
<p>Liaise with new PE link governor to regularly monitor and develop ideas to promote and embed physical activity and sport into the heart of school life.</p>	<p>Benefit from Mr. Dagg's (governor) expertise within physical activity and sport to introduce new ideas and build on what is already implemented within school.</p>	<p>£0</p>	<p>Regular contact and arranged meetings with Mr Dagg has solidified the importance of embedding sport in school.</p>	<p>Continue to work with Mr. Dagg to further develop relationships to benefit sport in school.</p>
<p>Purchase balance bikes and linked programme to help EYFS children develop their gross motor skills as the initial steps to learning how to ride a bike.</p>	<p>Work with Balanceability to set up a programme that is openly accessible to EYFS children. Staff receive training and resources.</p>	<p>£3000</p>	<p>Staff attended online training to feel confident to begin the programme. Balance bikes were prepared, ready for use in the next academic year.</p>	<p>Staff to run the balanceability programme from September. Regular contact with PE coordinators and head teacher will determine the success of the programme.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				8.1%
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:
To continue to monitor and adapt the PE curriculum to keep children motivated and engaged. Research other non-traditional sports that could be implemented within the PE curriculum.	Work alongside School Games organisers and other agencies to adapt PE planning, where necessary, to ensure PE lessons are fully active and keep children's interests.	£0	PE learning walks by PE leads and the headteacher took place to identify motivation and engagement within PE lessons.	Adaptations to planning in identified areas for specific year groups.
Staff to receive CPD in specific areas of PE and sport. These areas to be identified by a staff audit.	Where possible, school staff will receive training and resources from outside agencies, Sunderland school games or fellow staff members to increase knowledge and confidence in teaching of PE in all areas.	(As part of SLA package)	CPD attended by specific staff -: <ul style="list-style-type: none"> . EYFS basic skills . KS1 gymnastics and dance . KS2 gymnastics . Primary PE CPD 	Monitor and implement available CPD where necessary.
Develop PE within the early years, initial focus on the children's gross motor skills, introduce PE into Nursery in Summer Term.	CPD opportunities for Early Years staff to develop their skills in teaching PE and sport.	£350	Developed links with the Foundation of Light to provide effective PE lessons through story based PE to reception children which included CPD for staff.	Reception will continue to receive sessions from Foundation of Light coaches.

Development of gymnastics and dance within the PE curriculum.	Dance city to deliver dance lessons in school, alongside sports coach as CPD. Staff to attend gymnastics CPD, delivered by Sunderland school games. Purchase any recommended resources to develop planning and delivery of gymnastics and dance in PE lessons.	£1200	Year 4 received dance training and performed in the whole school assembly and to other schools at dance city. These sessions provided CPD for staff.	Knowledge from sessions to be incorporated into plans within dance units.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation: 48.7%
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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:

Continue to promote wellbeing within school sport and activity.	Regular fundraising ideas, alongside sport premium spending, will allow the school's annual 'wellbeing week' to run.	£3500	Children and staff feedback was extremely positive. Children were introduced to a broad range of sports and activities and from local organisations, which were promoted for children to access outside of school.	Continue to implement this at the end of each school year due to the continued success.
Access and participation in the Y5/ 6 Hoops4Health programme.	Pupils to take part in the roadshow and competitions organised by Newcastle Eagles.	£700	Year 5 and Year 6 received basketball training and entry to competition.	Compare hoops4health programme to new Sunderland basketball programme to decide which is more effective for the children.
To use SLA package and any additional sport funding to continue offering all pupils at least one sporting opportunity.	Following on from the success from last year, all children can experience one sport/ wellbeing trip outside of school.	£2100	SLA package proved to be an essential asset to opportunities and experiences for children throughout school, providing an increase of participation.	Re-signed for SLA silver package for next academic year.
Year 4 pupils receive top up lessons in swimming, following on from their swimming programme last academic year.	Promote the national curriculum swimming standard within year 4. as a positive impact towards the published data at the end of year 6.	£2000	Children feel more confident in the water as a result of top up lessons. In current year 4, 19% of children can now swim 25m confidently.	Use sports funding to provide top up lessons for Year 4 and year 5.
KS2 girls receive girls only football training from a football coach.	Promote 'let girls play' a programme designed for the encouragement of girls participation in sport.	£700	Girls feel more confident to participate in competitive sports in school and during extra-curricular activities. All year 3 children develop new	Continue to promote 'let girls play' as a legacy from the lionesses success in the world cup.

Year 3 children receive tennis coaching as preparation for tennis tournaments.	All children access the coaching. PE coach and tennis coach identify talented children to represent the school in the Sunderland Tennis Tournament.	£300	tennis skills. Children are signposted to the local tennis centre where they can participate in tennis lessons.	Continue to develop the link with the tennis centre.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				14.9%
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:
School to further sign post opportunities on See-Saw and school website.	Develop a section of display in the hall to promote outside agencies to the children to access outside of school (leaflets, posters etc.)	£0	Staff have shared sporting events regularly on See-Saw and the school website. Leaflets are displayed in the hall for children to access to signpost them to outside agencies in the local community.	Continue to encourage children to access sporting opportunities outside of school.
Continue use of transport to attend sport events and competitions.	Transport needed to access sporting competitions.	£2600	Children were able to attend competitions through use of transport. This enabled more children to participate in inter-school competitive sports. Success in many sports including Sunderland champions in hockey.	Continue to provide opportunities for children to access tournaments.
Medals for intra school competitions including sports day	Children acknowledge there is a reward for trying hard and	£250	Children performed at their best	Develop more intra school

events.	being successful in competition.		performance level in order to be successful.	competitions - introduce different levels of competition to reflect the range of sporting abilities of the children.
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Total spending: £17,880	
Signed off by S.Spooors R.Davison C.Mckinney	
Head Teacher:	C.Mckinney
Date:	July 2023
Subject Leaders:	<i>S.Spooors and R. Davison</i>
Date:	July 2023