

The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2024

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 2023/2024, 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 2024/25.

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 2024. 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 2022/23	£14,508
Total amount allocated for 2022/23	£19,890
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2023/24	£19,890
Total amount of funding for 2023/24. Ideally should be spent and reported on by 31st July 2024	Total spent to date £30,443.37

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	Yes
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 2024. 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	69%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? All children 100% taught water safety and what to do.	69%
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, not this year but will be next year as Year 5 only 26% can swim 25 metres.

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: 2023/24		Total fund allocated: £30,443.37		Date Updated: 16.05.24	
<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: 6.09%
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:
Enhancing the range of resources available for pupils to use at playtime and lunchtimes.	Purchase equipment that will provide opportunities to engage pupils in physical activity at playtimes and lunchtimes e.g. basketball hoops, netball posts.		£600	Pupils engaged in a range of different games involving physical activity.	Pupils have asked for defined games zones on the playground. Investment in playground zones and resources for next year £10,000
Improve social skills at playtime and lunchtime with pupils playing games with each other.	Introduce Play Leaders for KS1 and lower KS2. Train Play Leaders to lead activities and sports at playtimes and lunchtimes.		£300	Playground buddies visible on playground due to green fleeces. Year 5 and 6 pupils support lunchtime games and activities for year 1 to 3 pupils. This has been successful.	Continue to promote playground buddies and develop further by teaching playground games they can play with younger children.
All pupils must have suitable clothing to participate in physical activity during the school day and all year.	T-shirts purchased for pupils. These will only be additional T-shirts, as purchased last year. Sweatshirts to be purchased so pupils can still access PE during colder weather. (approximately 120 different sizes) Waterproof jackets (approximately 60 different sizes)		£179.40 – plimsolls £776 - kit	All pupils wear appropriate T-shirts for PE. Sweatshirts and waterproof jackets purchased for pupils to wear when the weather is colder. This means all pupils appropriately dressed for all weather conditions.	Investment in suitable clothing will need to continue next year so all pupils can safely join in PE lessons, however amount of funding will be lower due to initial outlay this academic year.

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	Footwear identified as an issue, so range of sandshoes purchased in a range of sizes with sanitizer		Sandshoes are available for any pupils not wearing suitable footwear for PE.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 23.24%
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:
Raising the profile of PE and sports through extra-curricular activities. Pupils to have the opportunity to experience different sports that they could develop further. Importance of attendance at school. Children know that when attending school, they are more active and receive opportunities to be rewarded with fun physical activities outside of school that otherwise they would not do.	Provide more after-school clubs for each year's group and for a range of sports and activities. Celebrate successes in and out of school through newsletter and weekly assemblies. Curriculum rewritten to introduce different sports not previously taught. Staff to work alongside coaches to be trained and deliver part of PE lessons. Prizes in Thorpetons aimed at physical activity like footballs, rackets, and scooters.	£796 - dance £2,000 - tag rugby £2,280 – Rock-a-Tots £2,000	After school, the clubs were full, and pupils enjoyed taking part. Pupils taking part in additional sports activities. Profile of sport achievements recognized, and pupils exposed to sports outside of school. Curriculum aspiration and pupil voice recognized that they have enjoyed new sports like tennis. Pupils are selecting prizes that promote physical activity. Football, rugby and bouncy balls and skipping ropes are popular this year.	Continue to provide a range of clubs. Discussed possibility of separate clubs for some sports like futsal so we can develop boys' and girls' teams. Curriculum to continue, however sports missed like boxing to be provided through after-school clubs or lunchtime Continue to provide prizes that promote activity in Thorpeton shop. Additional to this will be Attendance awards linked to Physical activities prizes e.g. rebound, big fun and bowling. One booked per term.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 22.99%
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 taught high quality lessons and extra-curricular activities by experienced staff. CPD (Continuing Professional Development) opportunities for staff through tutorials and face-to-face training.	North Hull coaches work alongside the teachers to mentor and upskill them depending on their areas of development. The coaches will deliver one-to-one feedback over a six-week period with informal observation at the end. Each teacher writes a two-week review (reflection- evidence base) and a report given to the PE leader. CPD planned across the year focusing on new sports introduced into the curriculum. Complete PE purchased as an online tool for staff to use to plan and deliver key skills.	£7,000 Cost of Complete PE	Teachers and support staff co-delivering PE with coaches and are more confident when teaching PE. Pupils are taught PE by teachers and support staff that have the necessary understanding and skills. CPD delivered to staff and complete PE online tools used by teachers to prior teaching. Impact is the quality of teaching is better standard.	Moving forward, the school will move away from North Hull coaches and invest in Owen Taylor (sports coach) who has delivered the same model as North Hull. This will be continued next year. PE will be asking staff to complete an audit at the end of year and identify further CPD for next academic year.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 34.53%
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>Pupils experience different sports that were previously not available for them to participate in school.</p>	<p>Futsal - after school club to be run by external coach. Equipment purchased including moveable goal posts and balls.</p> <p>Tennis – written into the curriculum as a new sport for all children to learn. After school club to be run for tennis. Equipment purchased including pop-up tennis nets, tennis balls and rackets.</p>	<p>£1,140</p> <p>£2,850</p> <p>£424.99 – rackets. Tennis balls - £149.98. £500 – pop up tennis nets</p>	<p>Futsal is a successful after-school club and well attended. Pupils understand rules and can play games.</p> <p>Pupils have learnt the rules of tennis and developed racket skills. Additional opportunities through tennis club for a half term.</p>	<p>Futsal to continue but develop further into boys' and girls' clubs to develop at various levels and give girls wider opportunities to develop further.</p> <p>Tennis to continue and introduced more as a lunchtime activity. Other sports to be investigated like boxing and karate.</p>
<p>Provide key spaces for different sports and activities for lunch and playtimes so pupils have more choice and opportunities to engage in physical activities.</p>	<p>Playground area with defined activities and games that pupils can engage in. Purchase divides for the football cage so at least 3 different sporting activities can be set up. Review with school council which games and sports they would like available at playtime and lunchtime and purchase equipment. Identify staff to lead sports and games at lunchtime.</p>	<p>£75 for ½ day a week = £2,850</p> <p>£1000</p>	<p>The school council reviewed additional sports equipment and different apparatus purchased for lunchtimes including dartboards, ten pin bowling, scooters. Pupils are involved in different physical activities and sports. Sports coach delivers small group games for children 1 dinner time per week.</p>	<p>Pupils have asked for discrete markings and zones to be developed on the playground. These would be developed further with resource sheds with apparatus so the pupils can access easily during playtime and lunchtimes.</p>
<p>Additional physical education sessions for pupils with SEND (Special Educational Needs and Disability) or are reluctant or lack confidence to participate in sport activities to begin to enjoy and build up self-esteem.</p>	<p>Staff to identify pupils that lack confidence or are reluctant to participate in physical activity or SEND who need additional gross motor skills. External coach to deliver sessions one morning a week. Equipment purchased for delivery</p>	<p>Sports coach £442</p> <p>£15 each x 7 = 105</p> <p>£600</p>	<p>The referral system in school is successful with staff referring pupils. Pupils that took part enjoyed the sessions and participated well. Pupils voice that it built their self-esteem and confidence to enjoy PE. Pupils participation in class PE</p>	<p>This needs to continue next year.</p>

Physical activity and movement breaks used for pupils to self-regulate and retain attention and focus.	<p>of sessions.</p> <p>Permanent sensory pathways developed in key areas in school for pupils to use when moving around school or as part of SEND plans.</p> <p>Sensory circuits to be available at transition times for some pupils. Designated member of staff to lead sensory circuits. Sensory activity book purchased x 7 (1 per year group)</p>	£450	<p>increased.</p> <p>Pupils use sensory pathways as part of SEND plans and as sensory breaks, Markings in main KS2 building and in KS1. Sensory CPD delivered to staff and cards created and used for pupils. Pupils' complete sensory circuits daily or when needed.</p>	These will need replacing each year to ensure can be used. Additional equipment needed for example gym balls.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				13.14%
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 opportunities for pupils to attend out-of-school competitions and to take part in taster sessions against other schools in a range of sports. Promote good sporting behaviour when taking part in competitive sport.	<p>Renew membership for North Hull partnership.</p> <p>This will include 2 after-school clubs which will focus on taster sessions pre- school competitions. Competitive competitions planned</p>	<p>Split out see throughout (£10,000)</p> <p>£ 1,500</p>	<p>Limited competitions took part due to other school commitments. 3 football tournaments attended.</p> <p>Pupils took part in after-school clubs; however competitions were cancelled due to other schools.</p>	The school will not be renewing membership with North Hull partnership. Sports coach Owen Taylor to increase hours and will be leading on organizing Venn events across the Trust.

	<p>across the year for all age ranges. Event days for pupils to experience a range of different sports and activities.</p> <p>Local sports and classes are promoted through newsletter and display board in hall. Leaflets and posters given from outside organizations printed and promoted during assemblies.</p> <p>Attend Venn sporting competitions across the Trust.</p> <p>Purchase a range of different kits suitable for different sports. Football kits purchased last year. Need to look at other kits like netball.</p>	<p>£ 1,500</p> <p>£1,000</p>	<p>Pupil have received flyers and information throughout the year of clubs and sporting events out of school.</p> <p>Pupils attended Venn football tournament and won.</p> <p>The school has purchased 2 different kits for competitions. Pupils wear school kits for competitions.</p>	<p>This will need to continue to raise profile and opportunities for pupils to be active beyond the school day.</p> <p>To continue.</p> <p>No investment in kits for next year, but will need to ensure kits are looked after and returned after competitions.</p>
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