

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 judgement, 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 offers
- 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 <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools> 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 underspend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment.

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 31 July 2023.



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£4,717.50
Total amount allocated for 2022/23	£17,260
How much (if any) do you intend to carry over from this total fund into 2023/24?	£5322
Total amount allocated for 2022/23	£17,260
Total amount of funding for 2022/23 to be reported on by 31st July 2023	£ 21997.50

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 as best you can. 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 2023.</p> <p>Please see note above</p>	78%
<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>	78%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	78%
<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>	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: Increase confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 40%
Intent	Implementation	Impact	£8845	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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 provide the pupils with high quality teaching in PE. Provide staff with the confidence and skills to deliver high quality PE. CPD – Provide opportunities to increase teachers' and teaching assistant's knowledge and skills in teaching a variety of sports in school as part of the curriculum. Training to therefore provide a high-quality level of teaching in PE and support.	Audit of staff to see which areas of PE they would like training in with the support of a coach. Coaches to come into school for, gymnastics, various games, tennis KS1. The coach will deliver between 5-7 week program for each class in their area of specialism. Ks2 tennis takes place at Skipton Tennis Centre to allow children to play on tennis courts. The coach will provide lesson plans showing skills progression. The teacher and teaching assistant will observe the lessons and make notes to be used for future lessons. Kanga coaching Autumn 1 – Class 3, 4 invasion games)	Tennis – KS1 x 2- £432 Ks2x 3 - £880 (includes court hire) Total =£1240 Kanga Autumn 1 – £1365	Coaches to provide lesson plans for staff to see the progression and to allow them to annotate in the plans. Staff to make notes on lessons to allow them to use these notes in the future. Audit sheet at the end of each coaching session to assess the impact of the coaching. Teachers to feel more confident or have new approaches to teaching a range of sporting skills. Able to see the progression of skills and how to engage the pupils in leading and evaluating their progress.	Audit sheet at the end of the year for each staff member to establish their confidence in teaching different areas of PE and to establish further areas for development. Next year we will continue our tennis training for Key stage 2 down at Skipton Tennis Club. Looking ahead to next year consider where we need to observe professional coaches and if we continue with some of our coaches where we could team teach. Identify other outside agencies that can help and support our practice. Identify areas where

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<p>Renewal of PE scheme purchased.</p>	<p><u>Autumn 2 -all classes</u> Class 1 - Multi skills Class 2 - Activities developing basic invasion games Class 3 - Developing skills in net/wall games Class 5 - Net / wall game</p> <p><u>Spring 1</u> All classes – gymnastics</p> <p><u>Spring 2</u> Classes 1 – gymnastics Class 2 - Gymnastics Classes 3 + 4 – Developing fitness Class 5 – fitness</p> <p><u>Summer 1</u> Class 1 + 2– Activities leading to Invasion games Classes 3+4 – Develop Skills in invasion Games Class 5 – Athletics</p> <p><u>Summer 2</u> Class 1, 2, 3 and 4 - Athletics</p> <p>To update the current PE scheme to one which is more current and provides a range of skills to develop and resources. Purchased – Get set 4 PE scheme of work for the year (expires November)</p>	<p>Autumn 2-£1365 Spring 1 – £1170 Spring 2 – £1170 Summer 1 – £1170 Summer 2 - £1365 Total coaching £7605</p> <p>£528</p>	<p>Teachers are more confident in building up small steps of learning towards a final goal therefore building pupils confidence in each sport they take part in.</p> <p>Teachers have a more skills-based PE scheme of work. Skills based learning in PE helps with progression of skills. Skills learned can be applied in</p>	<p>Look for CPD opportunities via sport partnership and North Yorkshire sport CPD tennis club</p>
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			other areas of PE. Balance bikes borrowed for 6 weeks.	Balance bikes stored at Tennis club. Could be borrowed for use in school. Audit of staff to question the effectiveness of the PE scheme and if it is fit for purpose. If staff favor the scheme we will purchase it for another year.
Key indicator 2: 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: 4%
Intent	Implementation		Impact	£806
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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?
<u>Increase children in regular physical exercise</u> -encourage children to be active for 30 minutes every day -track own fitness levels and increase activity level if needed. -encourage healthy bodies and healthy minds - ensure all children are being active and if not targeting these children -be active during breaks and in class where possible	Use of the new equipment in the lower and upper playground to encourage active 30		The Moki tracker have continued to be used this year to increase and track pupil activity. Impact will be monitored using data from the reader machines. Increase physical activity through aiming to increase/beat their steps. Class and school fitness challenges	Use the readers to track children’s activity levels in each class. One reader per class. Allocate an adult to monitor this in each class. Identify less active children and find ways to get them active. Continue with the intra school competitions as it is motivating the children. Consider class rewards for the most active class.
<u>Increase activity in class/outside</u> -Increase the children’s time being active during the school day and in	Staff to lead sports games daily in both playgrounds at lunch time. Events and activities are planned and timetabled to enhance activity and		Children are more active during the day. Children have been more	Look for other ways to be active during their learning e.g. Active

<p>class. -achieving being active for 30 minutes.</p> <p><u>Increased activity during lunch time</u> For KS1 and KS2 -encourage children to be active for 30 minutes every day -encourage healthy bodies and healthy minds -be active during breaks and at lunch time Activities are provided at morning play and separate sports are provided by lunch staff or Kanga on a Thursday.</p> <p><u>After school clubs</u> Payment for supplementing after school club in summer 2 term</p>	<p>participation.</p> <p>Rota provided each lunchtime of sporting activities run by staff.</p> <p>Playtime timetable of event activities such as skipping for all pupils to use.</p> <p>Supplemented the after school club KS1 11 children £2 each x 5 session = £22 for group x 5 = £110 KS2 13 children £2 each x 5 session = £26 per group weekly x 5 = £130</p>	<p>£672</p>	<p>independent in monitoring their fitness using their Moki tracker wristband. Monitor- Are the children being more active in the playground?</p> <p>Children have been more active during play and working as a team.</p> <p>Less falling out at lunch times as they have an activity to do.</p> <p>To increase active play at lunch times. Range of different activities for the children to participate in. Kanga to support the playleaders in their ideas for games/rota.</p> <p>Increase regular physical exercise To provide the opportunity for all to attend a club by paying for half of the cost.. Increase the number of children</p>	<p>maths, science, literacy etc.</p> <p>Use of the running track and new sports equipment in the playground to encourage active 30.</p> <p>Personal challenge board to be set up at lunch time with an activity to do in a set time.</p> <p>Continue with the coach for lunch games, especially around training the play leaders and lunch staff could learn some new games to continue with later when coach has gone.</p> <p>Continue with the playleaders to run and lead games. Training by Kanga to take place in the Autumn term for the students.</p> <p>Play leaders to set up active stations in the playground for children to keep track of their progress e.g. Number of times round the track in 5 minutes. Set personal challenges.</p> <p>Possibly supplement clubs in the</p>
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			attending a club.	Autumn term to increase the uptake with clubs. Alternative sports – supplement this to attract less sporty.
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Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement				Percentage of total allocation:
				20%
Intent	Implementation		Impact	£4346
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
Raise the profile of PE in school – to include healthy body, eating and mind. Increased focus on PE in the School Development Plan. Focus is on drive toward a culture of emotional and physical well-being, encouraging a healthy active lifestyle for all.	Continue to raise the profile in school of active life style and healthy well- being, through the expectation of every pupil in school being active for 30 minutes. This is being achieved through the morning exercise programme when they arrive at school, the 7 minute active in the afternoon and through the play activities at break and lunch time. Virtual competitions NY sport and		The children are ready to begin learning in the morning and afternoon. The new equipment in the lower and upper playground has encouraged the children to be more active. Children are trying to beat their personal challenges at lunch time.	Monitor the 30-minute active and find ways to improve its delivery. This can also be discussed with the children and as a staff. Consult with the Play leaders and Healthy Schools Committee to hear their ideas to promote our school development focus. Monitor the team building equipment to aid and promote emotional and physical well-

	<p>Craven sports partnerships – personal challenges at lunch times Coach employed to encourage active play at lunch time (2 lunch times)</p> <p>Recent installation of new play area for the lower and upper playground will also encourage children to be more active. Coaching in school to provide teaching staff with the opportunity to build up their own skills in PE.</p>		<p>At lunch time the children have been actively involved in the lunch times games organised by a coach.</p>	<p>being.</p>
<p><u>To raise the profile of being a healthy school</u></p>	<p>Moki watches Healthy Schools Award – Silver received.</p> <p>Play leaders have established this year to encourage active play.</p> <p>PLT meetings were held virtually at lunch time every half term.</p>		<p>Increased activity due to trying to beat own record on challenges set for the school. Achieved the Bronze Healthy Schools Award – July 2020 and Silver Award November 2020.</p> <p>Collective worship led by the children on mental health and on healthy eating. Discuss how we can ensure we are partaking in the active 30.</p>	<p>Continue to set weekly Moki challenges for the children.</p> <p>Aim to achieve the gold Healthy Schools Award.</p> <p>Set up the healthy school group again to promote healthy schools and work towards the gold award for Healthy Schools.</p>
<p><u>Whole school improvement</u> School Development Plan 21/22 priority area three (personal development, behaviour and welfare) – continue to work on driving forward a culture of emotional, mental and physical well-being</p>	<p>Mentoring 1 to 1 -promoting behaviour for learning/welfare. 5 children £195 Wednesday Spring 1 -£585</p>		<p>Time for each child to talk with a coach whilst being active. They can talk about any issues they have faced this week. Working on ways to manage</p>	<p>Continue with the mentoring next year but review which children this would benefit.</p>

<p>Sorts day -whole school sports day at Sandylands. Hire of the asro turf for 2 hours.</p> <p><u>Parents informed about sports in school</u></p> <ul style="list-style-type: none"> - Notices of PE events we have attended have been sent to parents. This is for sports partnership events and other competitive events. -Information on the school website. -Classes post on Facebook to show sports events attended, coaching or PE in school 	<p>Spring 2 - £1170 Summer 1 - £1170 Summer 2 - £1365</p> <p>Parents are informed about what their children are taking part in and where and when this happens.</p>	<p>Total =£4290</p> <p>£56 For 2 hour hire.</p>	<p>behaviour in school. Improved results in the child finding ways to manage their behaviour. Report from Kanga on the progress.</p> <p>Parents are informed of sport in and out of school. This raises the profile of sport and the importance of sport to our school.</p> <p>Parents are informed in advance of up and coming events.</p> <p>Parents are informed regularly (usually weekly) through Facebook or parent mail about sport events in school and those out of school.</p>	<p>Re-establish the sports newsletter in September and with updates of event on the school website under latest news.</p> <p>Re-establish the noticeboard outside of school to inform parents also of upcoming events.</p>
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			Parents have appreciated the Facebook page so they can be informed about what their child is doing and promotes sport. Class newsletter also informs parent of sporting events in school and out of school.	
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Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils Percentage of total allocation:

Intent	Implementation		Impact	Sustainability and suggested next steps:
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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?	
Opportunity to attend competitions and coaching during school day as part of the sport partnership (Key indicator 5) -opportunity to try new sports --chance to experience sports in the sporting environment e.g., tennis courts or astro-turf at Sandylands)	Sports Partnership Craven – sporting events calendar Provides an opportunity to attend a range of activities and sports.		Opportunity to experience a range of sports at different venues suitable for the sport. Space to fully develop their sporting skills in a more suitable environment. Chance to pursue a sport after	Continue to look for opportunities to provide children with the chance to experience a range of sports in venues more suitable for developing their skills.

<p>- be involved in competitions against other schools/inclusive events (virtual this year)</p> <p>After school clubs – see Key indicator 1</p> <p><u>Opportunities to access a broader range of sports/activities</u> The use of local outside agencies to support in the coaching and teaching of various sports, provides the children with the opportunity to acquire more specialized skills, as well as supporting the teacher through CPD opportunities.</p> <p>Tennis –Following on from the tennis coaching in school. Skipton Tennis Club offer 6 children from each class the opportunity to take up tennis coaching at their club for 2 free sessions to encourage them into this sport...</p> <p>Develop our resources to ensure we have a wider range of resources for teachers to use in lessons as well as extra-curricular sessions.</p> <p>Audit of pupils at the end of the year</p>	<p>Continue to develop links with Skipton Tennis Club, Rugby Club, Upper Wharfedale Rugby, Skipton Juniors, Craven College, Skipton Cricket Club, Skipton, Skipton Swimming Club & Kanga Sports as outside agencies that will support us in extra-curricular and curriculum areas.</p> <p>Offer out the 6 tickets for each class to children that are interested and would benefit from attending</p> <p>Complete an audit of the equipment we currently have in school. Pupil voice of children to see how we can improve PE and extra-curricular clubs in school. Questionnaire to pupils in school</p>		<p>school through our links with local clubs.</p> <p>Due to covid activities were affected. The sports partnership offers a range of different sporting coaching or festivals to attend throughout the year. This provides the children with the opportunity to learn new skills, try out new sports and to compete against their own school and other schools,</p> <ul style="list-style-type: none"> - cross country - football - cricket competitions -Year 3/4 <p>cricket competition – year 5/6</p>	<p>Continue to identify other agencies that can support and engage our children in extra-curricular sport. This will enable children to have even more specialized coaching and teaching as well as teachers to learn additional skills.</p> <p>Continue to offer a range of extra-curricular sports</p> <p>Summer term audit</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10%
Intent	Implementation		Impact	£2332
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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><u>Involvement and attendance in coaching and intra/inter school competitions organised by our School Sports Partnership - Skipton Tennis Club</u></p> <p>Coaching and competitions are for local schools in the surrounding areas who have paid into the partnership. Many of these competitions were either intra or virtual this year due to covid.</p> <p>Our school's sports partnership provides:</p> <ul style="list-style-type: none"> -coaching -opportunity to learn new skills through specialised coaches at sports facilities. This coaching may help with leading into competitions. -provides new opportunities to work together or compete against other schools (mostly virtually). -opportunity to try a range of sports - opportunity for inclusive events to offer sport to all. Encouraging children 	<p>Pay School Sports Partnership – Skipton Tennis Club to organise intra/inter school sports coaching and events for our school to compete in or take part in.</p> <p>Provides us with a sporting calendar for the year – a variety of sports festivals/coaching.</p> <p>The sports partnership offers a range of different sporting coaching or events to attend throughout the year. This provides the children with the opportunity to learn new skills, try out new sports and to compete against our own or other schools.</p> <p>Virtual events: <u>Competitive events against other schools</u> which range from tennis, athletics, football, tag rugby, basketball challenges.</p>	Total cost £2332	<p>Still partake in many competitive events which are held virtually. Partnership schools had a virtual sports challenge each half term. We were competing against other school.</p> <p>Improved performance. Opportunity to learn new skills or further develop the children's skills through the sports coaching provided after school. This coaching/competition can lead on to pursuit of a sport due to our links with many local clubs.</p> <p>Opportunity for the children to compete against each other and other schools virtually.</p>	<p>Skipton Tennis Club are continuing with leading the sports Partnership next year. The aim will be to continue with the coaching and opportunity for all but to also bring in inter school competitions again.</p> <p>Consider ways of providing training in school prior to competitions eg. Friday football.</p> <p>The children really enjoyed attending new events. Look for more opportunities to attend new events. Continue with opportunities for inclusive events in school e.g. Archery, quidditch.</p>

<p>on SEND register or less active into sport and to try a new activity. -promoting sport in the local community. Organises inter school competitions for us to attend. (North Yorkshire sport)</p>	<p>Attendance at all classes at the sports festival in Summer term at Sandylands Sports Centre. Local schools had the opportunity to take part in a variety of sports activities.</p>			
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Head Teacher:	Diane Cooper
Date:	16.07.23
Subject Leader:	Matt Donizetti
Date:	16.07.23
Governor:	Russ Gill
Date:	16.07.23