

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



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£
Total amount allocated for 2021/22	£26706
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£16,640
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 12.808.55

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 2023.</p> <p>Please see note above</p>	100%
<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>	100%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%

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?

Yes

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 <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:	
			6%	
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:
In order for children to participate in 30 min physical activity each day, we will continue to invest in sports and active playtime equipment for break and lunch times.	<p>CR completed an audit of current play equipment in line with new plans to zone off the playground areas and implement rotas for each class.</p> <p>Speak to midday supervisors.</p> <p>Pupils and staff were questioned as to what equipment is most used/popular.</p> <p>Plans to zone the playground complement attempts to interest less-engaged children in more physical activities. Large active games were purchased as part of this engagement.</p>	<p>£323.98 PE Resources</p> <p>£49.98</p> <p>£128 Mega Connect 4</p> <p>£131.18 Giant Jenga</p> <p>Runner carpet for sports day wheelchair access £157.50</p> <p>Rebound nets £82.48</p> <p>Hoola hoops £74</p>	Large games have been successful at break and dinner times.	Develop the wellbeing area to facilitate more space on the main playgrounds for active sports.

<p>To encourage more active play at lunch times, NHSP to run a lunch club each week, to target less-engaged pupils.</p>	<p>SP to assess outdoor space and allocate zones to maximise variety of activities at break and lunch.</p>	<p>Part of £1710</p>	<p>Lunch time club has run and been well attended.</p>	<p>Continue to run lunch time sports club.</p>
<p>To develop opportunities for more time to be spent engaging in physical outdoor activities.</p>	<p>JM to arrange areas and staffing. CR to liaise with NHSP about the focus of the clubs. These are to change regularly. Lunch staff and CR to monitor attendance of the clubs.</p>	<p>Part of £1710</p>	<p>After school sports club ran throughout the year. Children engaged in a variety of different sports and skills based sessions. Clubs were well attended.</p>	<p>After school sports club to continue to run next year. Survey to be carried out regarding sports which would attract a variety of target groups.</p>
	<p>Research forest school training for staff and transport provision to travel to Sigglesthorne Primary School.</p>		<p>To be carried out next year due to staffing.</p>	
	<p>Schedule and attend forest school training.</p>			
<p>Pedestrian/scooter and cycle training</p>	<p>Training is booked in.</p>	<p>£46 Pedestrian £10 Scooter</p>	<p>Children participated in training. They are now confident in being a safe pedestrian and using their scooter safely.</p>	<p>Continue to offer this training for relevant year groups.</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>		

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>Link PE to other subjects to embed it across the curriculum.</p> <p>Have regular awards for sporting progress and demonstration of core values of the school provided by NHSP.</p> <p>Celebrate sporting achievements outside school by promoting images on Seesaw and Twitter and celebrate sporting achievements in celebration worship.</p>	<p>Teachers to be reminded and consider this in their medium and short term planning.</p> <p>Weekly awards to be provided to each class in NHSP lessons for various reasons. Teachers to inform choices for awards.</p> <p>CR to remind staff and children to share their wider sporting achievements. Staff to allow children to share and discuss the achievement with peers to encourage more potential engagement. Staff to post achievements to raise the profile.</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>The outdoor environment has been used to launch topics and the children have enjoyed theme days involving moving about and using the space we have, e.g. scavenger hunts, bug hunts.</p> <p>Children have been rewarded in PE and sports clubs through the school's reward scheme.</p> <p>Sporting achievements from outside school celebrated in celebration worship every week.</p>	<p>Make links that can be explored in forest school sessions next year.</p> <p>Continue this next year.</p> <p>Continue this next year.</p>

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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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?:	Sustainability and suggested next steps:
Subject Lead support through termly network meetings, regular advice and sharing of information with the Ebor specialist.	CR to attend Ebor network meetings. Read and respond to emails to explore opportunities.	N/A	Advice sought regarding forest schools through this.	
NHSP to plan and deliver high-quality lessons to increase staff knowledge and skills and the quality of lessons taught to children.	NHSP commissioned. Staff have the opportunity to observe and work with NHSP.	Part of £3420	Coaches have delivered high-quality lessons to children. They have asked staff about areas for development and broadened the understanding of staff. Staff have commented that they feel more confident about teaching PE because of this.	Staff to work more closely in the planning process to embed assessment in PE.
Sports Partnership to offer workshops to develop all staff skills.	CR to select menu of options and book training.	Part of £1696		Staff continue to take CPD opportunities through the partnership.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 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>Forest School Leader will lead sessions after training has been completed.</p> <p>EYFS start to engage in lessons with NHSP during summer term.</p> <p>An after school club to give all children more opportunity to experience a wider range of sports.</p> <p>The children will develop their OAA skills through the school's PE curriculum offer of OAA</p>	<p>Forest school training has been undertaken in Spring Term and activities resourced and planned.</p> <p>CR to discuss options with EYFS team, looking at KS1 curriculum to bridge the gap.</p> <p>NHSP to run after school club.</p> <p>CR to review the OAA offer at KS2 and develop the curriculum provision and resources.</p>	<p>N/A</p> <p>N/A</p> <p>Part of £1710</p> <p>£36.80 compasses</p> <p>£24.62 Orienteering cards</p> <p>£64</p>	<p>Forest school participation deferred to next year due to staffing.</p> <p>NHSP have liaised with EYFS to assess the children coming into Y1 next year.</p> <p>After school sports club has been well attended throughout the year by children from Y1 to Y6. This club has been popular and well attended.</p> <p>Children in KS2 have taken part in the first HT of new OAA. Children participated well and have developed their teamwork skills.</p>	<p></p> <p>Continue this connection next year.</p> <p>Continue this into next year.</p> <p>Orienteering activities to be included in cycle 2 of PE curriculum.</p>

<p>To review the residential provision for next academic year to ensure cost is kept to a minimum and as many children as possible can participate.</p>	<p>CR to investigate new residential visit options.</p>	<p>Orienteering resources N/A</p>	<p>A new OAA center has been identified and enquiries are underway to secure a booking for next year.</p>	<p>To continue to monitor and get best value for money from residential visits.</p>
<p>Children to develop personal and social skills based around forest school sessions and pupils to get a taster of activities that will be available through the Sigglesthorne offer of forest school use.</p>	<p>KS1 children to attend forest school sessions at Meaux.</p>	<p>£368</p>	<p>Children from KS1 attended and enjoyed forest school sessions.</p>	<p>Develop more opportunities to access off site sports related activities.</p>
<p>Children to gain a better understanding of disability sports and provide children opportunity to participate in wheelchair based sports.</p>	<p>JM to arrange sessions for the whole school with Go Kids Go to run wheelchair sports sessions.</p>	<p>£200</p>	<p>All children across the school took part in the wheelchair workshops, including dance and a wheelchair rugby style activity. Children enjoyed the workshop and have a better understanding of wheelchair sports.</p>	<p>Look to organize more opportunities for children to access diverse sports taster sessions.</p>
<p>Additional swimming lessons for Y3&5 children.</p>	<p>JC to book lessons and transport Staff to arrange the trips to the swimming pool.</p>	<p>£1610 £1250 Transport</p>	<p>Children attended swimming. Confidence increased and Y5 children who didn't make standards will continue with top up next year.</p>	<p>Continue to assess the need for extra swimming sessions.</p>

<p>Cycle training provided to Y5/6 children.</p> <p>Children to be able to access a well-being/reflection area at break and dinner times as well as during lesson times. This will also free up space for active play at these times.</p>	<p>Dates to be arranged by office.</p> <p>Designs and planning to be discussed between JM, CR and SP. Number of children and requirements for whole class space usage discussed and designs agreed on.</p>	<p>£300</p> <p>£1625.34</p>	<p>All children passed stage 1 and stage 2 of cycling (road stage)</p> <p>Well-being/reflection area constructed during the summer holiday ready for the new school year.</p>	<p>Continue to offer training to relevant year groups.</p> <p>Offer this next year.</p> <p>Children will be able to use the area next year. Monitor this for possible rota and usability issues. Link to PSHCE sessions.</p>
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<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation: 10%</p>
Intent	Implementation		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 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>
<p>Continuation of the Schools Sports Partnership membership to increase opportunities for competitions.</p>	<p>Attend cluster meetings Liaise with coordinators Children to attend SSP competitions throughout the year.</p>	<p>£1696</p> <p>£30 transport to swimming gala</p>	<p>Children have taken part in a variety of sporting competition as part of the Hornsea Hub. These have been KS2 focused events, which the children have enjoyed attending, including a swimming gala.</p>	<p>Take part in the Sports partnership next year.</p> <p>Develop competition between Riston and Sigglesthorne Primary Schools.</p>

Signed off by	
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Subject Leader:	C.Roe
Date:	31.7.23
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Date:	31.7.23