

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 governance 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.**

Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£18,270
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£18,290
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£18,290

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>	41%
<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>	66%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	61%
<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

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

Academic Year:	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:	
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
Health and safety equipment for all classes. Bobbles and earring tape, ice packs	Do a stock check of all bobbles and earring tape in school. Ensure that bobbles and earring tape is adequate for the use. Ensure that all children have access to a hair bobble and earring tape during lessons. Check an ice pack for sports and a first aid kit in the gym.	£39.34	Set of bobbles and earring tape for all classes. Ensured that all children had adequate health and safety equipment during all lessons. First aid bag in the gym is now adequately stocked.	All classes are responsible for their own earring tape and bobbles. This will be a yearly cost to replenish.
To encourage active play at break times.	Each year group has been provided with a football to give all pupils the opportunity to play at break times.	£88.69	Children who previously didn't have access to a football from home now have the opportunity to use school equipment to take part.	The footballs are looked after by each class. They experience general wear and tear. There will be a yearly cost for their replacements.

			We have a lot of children who are interested in football and they now have access to play regularly.	
To encourage active play at break times.	<p>We purchased the Y6 PE Leaders Hi-Viz jackets to make them more visible during break times.</p> <p>Each day they go out and run games for all children to take part in.</p>	£50.45	<p>The vests have allowed the Y6 PE leaders to easily be visible. Younger children can spot the leaders so know where the activities each day are taking place.</p> <p>The children enjoy taking part in the activities and the PE leaders feel a sense of pride in what they are doing.</p>	<p>These are to be stored in the outdoor PE shed. Year 6 PE leaders are responsible for ensuring they go back.</p> <p>PE Lead will monitor their quality and replace if needed. Due to their success, we may look at purchasing more next year.</p>
To increase engagement in PE. PE sessions delivered by a specialist to Years 5/6 and Years 1/2. Development of learners in sport including social and personal skills. Use PE teaching to aid fine and gross motor skill development.	PE coordinator to work closely with Total Sports to ensure high-quality PE is delivered weekly. Total Sports to work closely with staff to offer support and guidance throughout the year. Target teachers identified through monitoring and teacher tracker to work closely with Total Sports. Total Sports to be in meetings with PE coordinators to discuss long-term plans and to have an impact on what is taught when. Total Sports to work with staff, children and parents during	£7,642.01	Total Sports have had a lasting impact on the school during 2022-2023. Total Sports have led sessions with children and ensured that progression is followed. They have created and shared progression documents across the school and supported staff effectively with planning and preparation. Worked closely with the PE coordinator to ensure that the high-quality PE is delivered throughout the school.	The profile of sports and PE at Park Grove are at an all-time high. CPD gained through Total Sports means that staff are now more equipped to deliver high-quality PE sessions. Planning has been saved to enable future use. Long-term plan is a two-year rolling program which means that it will be used (and slightly adapted depending on topics) in future years.

	Sports Day. Offer the children a broad range of sports e.g. frisbee. Deliver high-quality additional clubs to the children.		Supported during Sports Day. Worked with the PE leaders (Year 6 children) to raise achievements in PE. Supported children during playtimes and lunchtimes to support behaviour and ensure that children are active.	
Ensure that the children have access to a well-kept and well marked sporting pitch.	Site manager to liaise with PE coordinator to identify when the sporting pitch needs upkeep and maintenance. Discuss Sports Day and the line required for a range of sports during the year. Site manager to contact a company to lay the line work and ensure that the grass is well-kept.	£1,151.16	Throughout the year, the field has always been available for sporting activities (including during the winter for football). The lines on the field enabled Sports Day to include a 50m race and a 200m race for the entire school.	The profile of PE was raised throughout Sports Day and, with parent visitors in attendance, will support PE at Park Grove in the future. The field has also been used for matches against other schools which advances the connections within our local sports network.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>

To promote a more active commute to school.	As part of the Sustrans Big Walk and Wheel, we encourage pupils to become more active and bike or scoot to school. To add an element of competition, we purchased some prizes to give out randomly to pupils who had biked to school	£43.11	Pupils were eager to win the prizes and we saw a large number of pupils bike/scoot to school compared to previous weeks. A lot of children continued to bike or scoot to school after the week and stated that they realised how fun it was.	This is a yearly event and will be continued next year.
To raise physical development across break times. -Effective storage for PE playtime and lunchtime equipment.	Additional purchase of storage equipment to store more equipment. Ensure that the outside equipment is stored effectively to avoid damage.	£25	Equipment is stored effectively in the PE shed. Alongside the PE coordinator, the Year 6 PE leaders have organised the equipment effectively and ordered each box for the day it will be used.	The new storage boxes are stored correctly to avoid damage to equipment stored. Storage boxes are labelled and timetabled when used so any damage will be noticed immediately. Quality of the boxes are good (made of plastic) and are shatterproof so will be used for years to come.
To raise the profile of PE across EYFS - New EYFS shed to allow them to store more physical education equipment outside.	Site manager to liaise with PE coordinator to identify any improvements of the EYFS shed. Identified that it needed to be bigger than the previous shed to better store equipment. New paint on the outside of the shed. Site manager ordered the necessary materials for the new shed.	£3245	EYFS now have much better access to a wider range of equipment. They are able to use this equipment more effectively during their free-flow provision.	The new improvements will be sustainable as we have used quality and hard materials (such as concrete). In around 2-3 years, the PE store will need repainting to protect the wood. PE coordinator and site manager

				to monitor the wood on the shed for rot.
To improve behaviour at break times whilst being physically active.	Each year group was given a football. This was to give everyone an equal chance to take part in football. By providing school balls, children have had to involve everyone in the game rather than excluding people.	Part of £88.69	Pupils behaviour around use of footballs has improved. They are able to share and include others within the game.	The footballs are looked after by each class. They experience general wear and tear. There will be a yearly cost for their replacements.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
To ensure that all staff are confident at delivering high-quality and broad PE curriculum. To advance staff's understanding and knowledge of sport and the PE curriculum. To ensure that	<i>Teachers identified that they need additional CPD (including ECTs). PE coordinator to monitor CPD.</i>	<i>Part of £7,462.01</i>	<i>A CPD timetable was created which identified target teachers to work closely with Total Sports. Total Sports delivered staff training and</i>	<i>Staff are now more confident at delivering high-quality PE sessions (including clubs).</i>

staff have sufficient subject knowledge to deliver PE effectively.			<i>planning support with target staff.</i>	
To increase teacher confidence in effective assessment of PE.	<i>Each class provided a new iPad.</i>	<i>£3,139.23</i>	<i>Teachers across the school are able to use the iPads to take photos of children during PE lessons. This has allowed them to effectively assess children and evidence lessons. iPads have given an opportunity to allow teachers to show demonstrations through videos. This has supported pupils as they are able to see an expert whilst the teacher talks through the key points.</i>	<i>Teachers responsible for iPads. They will monitor any damage or defects. iPads are protected in a suitable case to help ensure their safety.</i>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>

To allow all children the opportunity to take part in football at break times.	Each year group has been provided with a football to give all pupils the opportunity to play at break times.	Part of £88.69	Children who previously didn't have access to a football from home now have the opportunity to use school equipment to take part. We have a lot of children who are interested in football and they now have access to play regularly.	The footballs are looked after by each class. They experience general wear and tear. There will be a yearly cost for their replacements.
To allow all children the opportunity to take part in a wider range of sporting activities.	Purchase of various sporting equipment, including: tag rugby belts, compasses, tug of war rope, skittles, catch cups, frisbee net, speed rings and other equipment.	£888.65	Children are now able to access a wider range of sporting activities. The equipment is used both by teachers and Y6 PE leaders. Children enjoy using the equipment at lunchtimes under the guidance of the Y6 PE leaders.	Equipment use and quality to be monitored by both PE Coordinator and Y6 PE leaders. Equipment was carefully selected for durability and will hopefully last a few years. It has been stored between the PE shed and indoor storage.
To give all children all a chance to take part in a dance workshop led by professionals.	Two dance teachers from York Dance Space came to provide a workshop for all children across the school.	£300	All children had the opportunity to take part in a workshop offered by two experienced dance teachers. This led to a performance for parents at the end of the day. They looked at technical language and gained a wider understanding of choreography.	This was a highly successful event and something that we will look into doing again in the future.

To provide additional swimming lessons to years 3,4 and 5.	Pool hire cost. Due to the proximity to the river we have highlighted the importance of water safety. Swimming lessons now opened up to 3 additional year groups across KS2.	£2,047.50	More children have access to swimming as a result of the additional lessons provided. Children are aware of the dangers of the rivers and understand why it is important to learn how to swim.	We believe this is an important part of our school experience and safety. There will be a yearly cost to continue this.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
To increase competitive spirit during sports day.	We purchased metal medals to present to winners of certain events during sports day.	£10.99	Children were eager to win one of the medals and actively talked about trying to win one. This provided a greater element of competition within our school sports day.	Prizes were a one time purchase to give to the winner for them to keep. This will need to be repurchased next year.
To increase competitive spirit during matches.	Purchase of additional competition kits in varying sizes.	£52.15	Following the purchase of new school kits last year, we have purchased some additional sizes of the kit. This has allowed all children to feel a sense of pride when representing the school team. They are comfortable wearing the correct sized kit.	Kit to be stored in school and looked after according to the product care labels. Staff to monitor product use and check for wear and tear. Will be used for future teams. Can be used by multiple school sports teams.

Total spend: £18,724.28

£434.28 overage made up from existing school budgets.

Signed off by	
Head Teacher:	J Sawyer
Date:	28.07.23
Subject Leader:	L Drake
Date:	19.07.23
Governor:	
Date:	