

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 July 2023. 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 2021/22	£0
Total amount allocated for 2021/22	£17,600
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17,800 (£16,000 + 180 pupils x £10)
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 0

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	
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 2022. Please see note above	75%
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	60%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A

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
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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: £17,800	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: 40 %
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:
<ol style="list-style-type: none"> 1. All children to achieve at least sixty minutes of physical activity per day in the school day. This is in response to the 30/30 agenda. 2. To ensure that where possible, lessons include physically active learning in order to engage children in higher levels of Physical Activity throughout the school day. 3. Promote active learning in lessons in response to the 30/30 agenda and to motivate and engage our learners. 4. Provide 2 hours of PE for KS2 each week. 5. Continue to offer an array of after school clubs in response to 	<ul style="list-style-type: none"> • For all pupils to access physical activity every day – at playtimes and during lessons. • The long way round, Maths of the day, Active English, enabling environments. • Rhinos and swimming on top of weekly PE Lesson – COVID permitting. • Clubs to run during lunchtimes and afterschool, including a wide array of sports/activities. • Support from TA events for SEND children. • Designated TA at playtimes to target LKS2 boys with organized games. 	<p>Additional Rhino day £150 per play leader training</p> <p>Rhinos cost overall: £3300.</p> <p>TA support at clubs + events: £1000.</p> <p>Equipment pool: £2000.</p>	<ul style="list-style-type: none"> • TLR for inclusion, health and wellbeing observe playtimes weekly and monitor impact. Pupils will be actively engaged in play at playtimes. • Learning walk termly by subject leader to assess the activity levels in each class. Pupils are active and engaged in lessons. Subject leader to provide resources + communicate with Rhinos to bolster our teaching. • Pupil voice is very positive and children have an enjoyment for physical activity. • All classes in KS2 continue 	<ul style="list-style-type: none"> • Intra competition between groups of pupils • Children attending local competitions weekly for a mixed age range of pupils. • Share active learning strategies with staff from CPD. • Staff training on active learning and creating an environment in their classroom. • Discuss between SLT and PE Team how we monitor participation in break time and lunchtime Physically Active organized sessions

pupil and parent consultation.				to have access to two hours of PE every week – evidence from class timetables.	
6. Increase participation for vulnerable groups at after school clubs.	<ul style="list-style-type: none"> Lunchtime assistant is sports lead and organized games in activity zones. 				
7. Active playtimes using Get Set 4 PE resources.	<ul style="list-style-type: none"> Markings on playground/ field to encourage active play. 				
8. Increase physical activity levels amongst the least active pupils in the school.	<ul style="list-style-type: none"> Y2s Skipping workshop to promote skipping skills at playtimes. 				
9. Be a 'healthy school'.	<ul style="list-style-type: none"> New equipment purchased and well stored. Set up and put away by play leaders – Trained and given roles. 				
10. 100% of pupils leave Y6 being able to swim 25 metres.	<ul style="list-style-type: none"> PE Lead to work with lunch staff to boost activity at lunchtimes. 				
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					20%
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:	
Adhere to West Leeds Schools Sports Partnership SLA Mission Statement; 'to promote and develop, through collaboration and partnership, a sustainable system for PE, Sport and Physical Activity that enriches the lives of all children and young people'. <ol style="list-style-type: none"> Ensure that Physical Activity, PE and Sport are integral to the 	<ul style="list-style-type: none"> Attend West Leeds SSP subject leader meetings. Sport and OAA is used as a vehicle to improve motivated, self-regulated learners through removing barriers to participation. 	Subject leader supply cost: £3600 Weekly PE subject leader release: £3600	<ul style="list-style-type: none"> Assembly plan in place to celebrate extra sporting achievements during star of the week assembly. What's on section being sent out weekly on schoop and webpage. 	<ul style="list-style-type: none"> Continue staff survey to upskill in Dance and Gymnastics training. Tracking system for school sport participation events – try to up the levels of clubs/intra-school events. Participate in local cup competition against 	

<p>school improvement plan.</p> <p>2. To ensure that there is a high profile of PE and Sport across the school.</p> <p>3. Maintain Platinum school games mark.</p> <p>4. To ensure PE teaching and learning is good or better across the school. (Dance had been identified as an area for development from staff survey)</p>	<ul style="list-style-type: none"> PE Scheme continued to be integrated into learning and staff training. Promote PE, Sports and PA on the school website every week or following an event. Continue to seek some Dance CPD for all staff members. Display in school. Celebrating success in assemblies in and out of school. 		<ul style="list-style-type: none"> Staff training taken place to upskill everyone on scheme, Get Set 4 PE – PE lead regularly communicated feedback with staff. Pupils in survey state they are active in the day and that they are happy with active opportunities in school and out of school. 	Armley/ Farnley primary schools.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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>1. Whole school scheme with progression across the school.</p> <p>2. Staff to increase confidence and teaching using Get Set 4 PE.</p> <p>3. To increase staff confidence of delivering gymnastics, dance and OAA.</p>	<ul style="list-style-type: none"> PE lead work with ECT's to ensure they understand our scheme and objectives. GetSet4PE staff training – demonstrating full use of resources available. The assessment system on GetSet4PE is being implemented with staff training following. 	PE lead release time - £3600	<ul style="list-style-type: none"> Broad and balanced PE curriculum. Skills progression through school – meaningful and purposeful. Pupils assessed in PE against specific criteria. Creating physically literate children who understand key aspects of being physical 	<p>Continued implementation of scheme across school.</p> <p>-PE lead/ Governor to attend CPD on delivering orienteering lessons to report back to staff.</p>

	<ul style="list-style-type: none"> • PE lead attending multiple online webinars from scheme to progress their knowledge and understanding to share with staff. • PE lead to work alongside OAA specialists , staff will have training to increase confidence in delivering OAA 		<p>active and leading a healthy lifestyle.</p> <ul style="list-style-type: none"> • Success at inter school competitions. We will improve our ranking at cluster tournaments, 2nd in the cup. • Teachers feeling more confident at delivering OAA lessons. 	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
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>Additional achievements:</p> <ol style="list-style-type: none"> 1. Embed an innovative curriculum in KS2 and KS1 that is engaging and broad in terms of experiences available to pupils. 2. Improved club links using SSP and inviting more professionals into school, Leeds Rhinos and Farnley Falcons. 3. Allowing pupils to access sports they may have not tried before, 	<ul style="list-style-type: none"> • Whole school curriculum review in place following, PE training has been embedded. • Visits from local clubs in lessons such as Farnley Falcons. • Whole school theme week 2023 (health week), staff and children competitions. 	£	<ul style="list-style-type: none"> • Website will reflect the wide range of sports/activities our pupils experience. • School blog in place. • 72% of children competed in Intra-Sport opportunities with 98.6% of children participating in Sports Day. Those children who did not compete were absent through illness or holiday. • All pupils attend residential in 	<ul style="list-style-type: none"> • Improve awareness and parental involvement in making healthy choices. • Introduce friendlies with other local schools on a more regular basis where time and staffing allows. • Provide 'come and try' opportunities where possible e.g. Brownlee Triathlon, Tri-Golf and Judo.

<p>Pickleball for SEND children.</p> <ul style="list-style-type: none"> Access inclusive events as organised by West Leeds SSP and other providers (Linked to OAA) 	<ul style="list-style-type: none"> Attend SEND events every term. Continuing with cycling promotion – balance bikes, bike ability, learn to ride through Leeds City Council. Walk to school/big pedal – encouraging more active travel to school through weeklong promotions. 		<p>Y5 and participate in an array of activities, including BMX, country walks and rope climbing.</p> <ul style="list-style-type: none"> More OAA activities provided – begin to introduce SEMH session using WLAC All pupils in Y1/ Y2 will be able to ride on 2 wheels. Y6 to pass level 2 – riding safely on roads. Pupils choosing alternative transport methods. 	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:

<ol style="list-style-type: none"> 1. Develop the competition programme to include a wider range of opportunities for children across school. 2. To include competitions that focus on personal best, intra and inter competitions. <ul style="list-style-type: none"> • Encourage participation outside of school hours by linking with local clubs. 	<ul style="list-style-type: none"> • Introduce new teams to school ready for Autumn term, Tennis and Kin Ball. • Raise profile of these teams through website and displays. • Cheerleading/ Dance club continued from previous year. • Build a bank of equipment for shared use such as football boots, training tops, socks and shin pads. • Promotion of success through assemblies. 	£	<ul style="list-style-type: none"> • Sports results on our webpage and sports display in hall - PE blog on the website updated weekly. • Evidence to be gathered when applying for Platinum School Games Mark 2023/24 • Personal development and drive to achieve across the curriculum. • Success at events fuel the cycle of motivation, pride and self-confidence. 	<ul style="list-style-type: none"> • Look at renting/loaning minibus (In prep for following years). • Monitoring of criteria needed to maintain platinum mark.
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Signed off by	
Head Teacher:	Rebecca Ford
Date:	23.06.23
Subject Leader:	Grace Ball
Date:	23.06.23
Governor:	D Kellet
Date:	23.06.23