

# 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	£16,870
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£16,870
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£16,870

## 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. <b>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</b>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</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	83%
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	83%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	83%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes/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:	
<b>Key indicator 1:</b> 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: £9460 56%
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:
Specialist coaches to work with the children from local sports community program to provide additional PE session for all classes	From January, Tigers Trust coach to be in school, working alongside staff, to provide PE session for each class (KS1-2).  Classes to either receive an additional PE lesson or an active lesson with links to other curriculum areas (e.g. Active Maths sessions with KS1)	£2800	All pupils were exposed to quality first teaching from experienced Tigers Trust coach.  Feedback from staff being supported in the lessons identified high levels of engagement from the pupils, visible progress from session to session and opportunities for all children to be involved in active lessons.  Positive feedback from the pupils regarding the sessions:  "I enjoyed learning about throwing and catching. I am grateful for Mr Daddy because he	Arrangements are in place for Tigers Trust coaches to work in school throughout the whole of 2023/24 academic year.  We will build open what has been done this year but also look to take advantage of other opportunities as part of the partnership (e.g. stadium tours, curriculum days, CPD etc.)


			<p>teaches me and helps you learn and improve.” KS1 Pupil</p> <p>“The sessions are really good. The football and rugby sessions showed us how to tackle and pass correctly.” KS2 Pupil</p>	
Re-evaluate the school approach to movement tracking and accountability	<p>PE leader to refresh the Moki band stock by auditing the equipment.</p> <p>Discuss through pupil voice how the children would like to see this information used throughout school.</p>	£0	<p>Enough Moki bands are available in school for all children (Rec-Year 6) to have their own band.</p> <p>Pupil voice has shown that children would like goals to achieve in their classes based on their steps:</p> <p>“It would be good to work together to try and reach a target in our class.” KS2 Pupil</p>	<p>For the 2023/24 academic year, all children to begin wearing Moki step trackers again in school.</p> <p>Classes will have own step targets to reach, possibly linked to a topic of theme, with awards throughout the year for classes/pupils reaching milestones.</p> <p>Some sports premium from 2023/24 may be required to refresh the equipment.</p>
Ensure that Active Learning is an integral part of the teaching and learning offer at Sproatley	<p>PE leader to receive CPD through networking on active learning techniques.</p> <p>PE leader to model good practice in own teaching environment on how to utilize active learning.</p> <p>All children to receive Forest Schools lessons every half term.</p>	£0	<p>Data from PE leader class shows over 800 minutes of GoNoodle videos have been accessed this year. PE leader uses these videos/activities as ‘brain break’ opportunities throughout the day. Some learning opportunities are linked to the videos too.</p> <p>Forest Schools continues to be one of the unique selling points of the school, due to pupil enjoyment (evidence of this in</p>	<p>Forest Schools teacher to link up with Tigers Trust to discuss hedgerow planting/tree planting as part of our sports partnership.</p> <p>PE leader to provide CPD to staff to explain the advantages of cognitive breaks and how we can link these in to active situations.</p>

			photographs of Forest Schools and pupil voice data), the large school grounds at our disposal and having a specialist Forest Schools teacher on site.	
School Games Leaders to have increased role in school	Team of Year 5/6 children to be responsible for allocating equipment.	£0	As the year began, a regular system was in place for the school leaders. However, this is an area that we will continue to look at and develop as we move into 2023/24 to ensure it is used effectively.	<p>Year 4 and 5 children to apply for role of School Games Leader before the end of July 2023.</p> <p>In September 2023, successful applicants to work alongside Tigers Trust coaches to develop their role within school.</p> <p>October 2023 onwards, children to play an active role in the delivery of break and lunchtime games, to encourage higher activity levels across school.</p>
Provide children with an enriched, active curriculum bespoke to our school setting, utilizing our environment and locality	<p>All children (Nurs-Y6) have access to regular Forest Schools sessions within our curriculum, with trained specialist staff, with salary contribution from the sports funding.</p> <p>HP/JS to work with staff to feedback, provide CPD and to blend outdoor learning with other areas of the curriculum where necessary.</p>	£6660	<p>Forest Schools is an integral part of our curriculum offer. It is spoken about with great positivity by pupil, as identified in whole school pupil voice and subject specific discussions.</p> <p>Children have opportunities to learn using equipment and scenarios that they won't get in other subjects. This approach to active learning encourages the children to move in different ways but to also develop a range</p>	<p>This will continue to be an offer at our school, something that we are proud of and promote as a unique selling point.</p> <p>We will look to provide further opportunities for CPD with staff, utilizing the specialism of the Forest Schools staff.</p>

			<p>of skills.</p>   	
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: 24% (£4000)
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:

Continue to be part of the Holderness School Sports Partnership	<p>It is important as a small, village school that we have opportunities to network with both neighbouring primary schools and the secondary school in the area. By joining up with the SSP once more, we were gaining the opportunity to be involved in a healthy competition calendar, gain CPD opportunities for all and build network relationships for the subject leader.</p> <p>In November 2022, our SSCO has carried out a cross country event in school with our Year 3/4 class as part of the effort to raise the profile across the school.</p>	£3500	<p>All Year 3/4 children have taken part in athletics sessions led by the Holderness SSCO. This was a targeted year group by the SSP as part of their post-lockdown priorities.</p> <p>Lots of opportunities for subject leader to share experiences and take on board the views of other leaders as we continue to shape our PE provision</p>	<p>We have identified the swimming gala event in 2023/24 as something to explore, due to an increase in strong swimmers across school.</p> <p>We will be looking to attend the boccia event with our SSP, which is aimed towards targeted SEND groups.</p> <p>The school is going to create a link up with the local junior football team to provide coaching opportunities for the Year 3/4 children, due to a high level of the school already part of the local team.</p>
Work alongside the Ebor Academy subject specialist for PE	<p>In a similar way to the SSP listed above, we are lucky to be part of an academy trust that spreads across Yorkshire. This provided different opportunities for networking and interaction due to the contrasting schools we can work with. There are also regular opportunities to work with PE specialists throughout the year.</p>	£500	<p>Face-to-face network meetings allowed us to access a different level of networking and CPD.</p> <p>Guest speakers provided an insight into different PE schemes that we could adopt, as well as ways to improve our assessment system in PE.</p>	<p>CPD has continued to highlight the importance of efficient assessment in PE.</p> <p>We will be looking to implement a unit based assessment approach next year in KS1 and KS2, based on CPD that the PE leader has received this year.</p>



Children receiving PE specific awards in Tigers Trust sessions	Tigers Trust coaches award children in each class with value-specific awards at the end of each session.	N/A (See KI 1)	<p>Children have an incentive to not only perform at a high level during PE sessions with coaches, but also demonstrate other values in the sessions such as sportsmanship, creating a positive culture towards sport and helping behaviour.</p> <p>PE leader has discussed pupil behaviour with staff present in Tigers Trust sessions. The behaviour in all sessions has been excellent and children strive to meet the expectations set out in the sessions.</p>	Work with the Tigers Trust coach to create a consistency of certificates/awards that can be used in curriculum lessons delivered by teaching staff.
Ensure the school social media channels are used to promote sport in school and competitive sport	<p>Post regular updates about school sport to the Twitter and Facebook pages.</p> <p>Ensure competition performances/results are shared with parents on social media.</p>	£0	<p>High levels of parent engagement with competition updates and posts.</p> <p>Lots of examples on school Twitter page of PE and sports in school.</p> 	Look to increase the amount of posts to social media as well as introduce a termly newsletter outlining sport and PE in school, as well as upcoming sports activities at school.

			<p><b>Sproatley Endowed C or E Academy</b> @sproatleyschool · Jul 2</p> <p>Well done to everyone who took part in our Sports Day on Friday! It was a wonderful event with amazing sportsmanship and talent on display! All 200+ pictures can be viewed on our Facebook page and coming soon to the school website :)</p>  <p><b>Sproatley Endowed C or E Academy</b> @sproatleyschool · Mar 14</p> <p>A huge <b>well done</b> to our tag rugby team at tonight's inter-school competition! Everyone played so <b>well</b>, some children playing the sport for the very first time and we ended up finishing joint second with three victories out of five games! <b>Well done</b> everyone!</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:
				3% (£525)
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 CPD opportunities for all teaching staff and leadership through the SSP	All staff given access to CPD opportunities through the School Sports Partnership.	N/A (Accounted for in KI2)	A range of CPD has been undertaken this year. The Year 3/4 teacher has taken part in athletics CPD, support staff in KS2 were part of cross country CPD and the PE lead has fed back to the whole staff some of the CPD from networking opportunities throughout the year.	PE lead to carry out staff audit to establish key CPD areas for the following academic year.

Provide networking opportunities for staff and subject development	PE leader to attend two networking sessions, both with CPD offerings	N/A (Accounted for in KI2)	<p>Different CPD opportunities provided for subject lead during these network meetings.</p> <p>Where appropriate, feedback of these CPD sessions was provided to all staff.</p> <p>In the summer term, PE lead took part in dance CPD and opened up a networking stream with a dance provider for follow up work in the future.</p>	Explore link up opportunities with dance specialists/dance planning opportunities within the trust, linked to networking CPD.
Provide staff with effective PE scheme of learning in school, with videos to support activities where needed	<p>Purchase The PE Hub scheme of learning.</p> <p>Roll out scheme of learning through staff meeting, providing CPD where needed for staff.</p>	£525	<p>Consistent approach to PE delivery across school, with guarantees of effective modelling for children by using videos.</p> <p>Feedback from staff praises the ease of use of the scheme, highlighting the videos to model to the children as a useful addition where confidence/skills may be lower.</p>	<p>Continue to monitor the use of The PE Hub scheme, ensuring it allows progress within mixed age classes.</p> <p>Monitor the teaching of PE across the school to ensure high quality teaching is evident in all year groups.</p>
Provide support staff with CPD opportunities alongside Tigers Trust coaches	Some support staff to work with Tigers Trust sessions during PE delivery to expose them to CPD.	N/A (Account for in KI1)	<p>Support staff have seen units of PE delivery in a range of areas be delivered and have worked alongside Tigers Trust coach to provide upskilling. Staff voice praises the quality of teaching they have seen:</p> <p>"The active maths sessions have</p>	Look to provide opportunities for the support staff to run clubs or groups using the skills they have been exposed to this year.

			been excellent. Mr Daddy is fabulous with the children and delivers great sessions.” KS1 staff member	
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 14% (£2386)
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:
Children in school to access a wider range of PE topics and sports	<p>Use the Tigers Trust coaches to offer a range of enrichment opportunities in school during PE lessons in the summer term.</p> <p>Tigers Trust coach to run an after school club with variation in sports across the 4 half terms.</p>	<p>£0</p> <p>(Accounted from in KI1)</p>	<p>Children have accessed a range of sports through PE sessions such as football, rugby, archery, athletics and cricket.</p> <p>Club numbers increased when the club changed from football to archery. Higher levels of engagement in bespoke sports shows that children are seeking opportunities to access different experiences.</p>	<p>Ensure that during the 2023/24 academic year, Tigers Trust sessions are carefully planned to compliment the learning already taking place through curriculum teaching. We will look to provide opportunities in a variety of sports for children to apply learnt skills.</p> <p>When looking at after school clubs, we will aim to keep providing opportunities for bespoke sports and activities.</p>



As the school looks to evolve its curriculum offer, ensure that the PE curriculum provides a suitable range of sport opportunities.	Use The PE Hub planning tools and units to map out a varied curriculum at Sproatley, ensuring it covers the National Curriculum.	N/A (Accounted for in KI3)	Curriculum ready for 2023/24 with a range of sport and activity opportunities for each class.  Carefully planned units running alongside through the Tigers Trust delivery.	PE leader to monitor the delivery of PE through pupil voice to get feedback on the range of activities provided to children.
Provide transport to off-site sport events	Assess calendar of events for the academic year and identify where transport will be required.	£1100	Children were able to attend additional off-site events such as Year 5/6 swimming and Year 5 Festival of Sport.	Continue to ensure all children can take part in off-site events.
Year 5/6 attended swimming sessions at the local secondary school	Children in Year 5/6 attended the local secondary school for 10 weeks of swimming sessions.	£1286	Children were able to receive their initial swimming lessons.	As we continue to catch up post-covid, we will monitor and provide swimming provision where appropriate.
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				0%
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>Provide opportunities for children to compete in a wide range of sporting events and activities through SSP</p>	<p>As part of the School Sports Partnership, an extensive calendar of events is offered.</p> <p>The calendar was made more inclusive post-covid by categorizing the events in the following way:</p> <div data-bbox="701 381 949 630" data-label="Image"> </div> <p>This allows certain groups of children to be targeted for events and inform children of the nature of the event they are attending.</p>	<p>N/A</p> <p>(Accounted for in KI1)</p>	<p>Four different inter-school events attended this year across a range of event types.</p> <p>Children attended zoneball again, with some children representing the school for the first time and demonstrated high levels of engagement and enjoyment.</p> <p>In all events a mix of genders participated plus SEND children involved in “develop” events. 26 different children took part in one or more of our inter-school events (~40% of KS2).</p> <p>Children came second place in the Quad-Kids Athletic event and the Zoneball event this year, improvements on the previous year’s performance in ‘compete’ events.</p> <div data-bbox="1335 920 1671 1176" data-label="Image"> </div> <p>Year 5/6 Football</p> <div data-bbox="1344 1244 1662 1484" data-label="Image"> </div>	<p>In 2023/24, we will aim to build on the positive levels of engagement in extracurricular activity by targeting more groups of children and an even wider range of events and activities.</p>
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			<p>Year 3/4 Zoneball</p>  <p>Year 5/6 Tag Rugby</p>	
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	