

# 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	£17400
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17470
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£17490

## 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><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></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><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.</p> <p>Please see note above</p>	86%
<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>	86%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	86%
<p>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?</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:		
<p><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</p>			Percentage of total allocation: 43%	
Intent	Implementation	Impact	Sustainability and suggested next steps:	
<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>Our focus is on enabling all children to engage in physical activity (this includes PE, SS and PA). We want to raise the cultural capital of the children in our school by giving them opportunities to access a range of PE lessons, physical activity clubs, days and entries into both competitive and celebratory school sport events.</p> <p>We will raise the understanding of the importance of regular physical activity to all stakeholders (Pupils, Staff, Parents, Governors, Community) and the CMO recommendations for 30-60mins per week (particularly at breaks and lunches)</p>	<ul style="list-style-type: none"> <li>•All children and year groups at Yohden Primary School have two (1hr) sessions of Physical Education per week (one session may be a swimming lesson in KS2).</li> <li>•Audit curriculum e.g. 4 strands of PE includes: <b>Knowledge of Health and Fitness</b> (delivered within PE. PSHE and Science Curriculum links)</li> <li>•Allow pupil voice to indicate their understanding of the physical activity and its importance (Y6 Powerpoint about Health and</li> </ul>		<p>All children participating in lessons and more SAQ lessons happening to ensure children are moving correctly and using principals of SAQ.</p> <p>Core tasks working well – LTP mapped out with tasks for each year group.</p> <p>More children aware of a healthy lifestyle and understand the importance.</p> <p>Governors have a greater</p>	<p>To continue moving forward – Same person to take SAQ lessons (DHT) for year groups.</p> <p>Staff had training on core tasks. Staff training to be identified for members of staff moving year groups.</p>

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<p>Improves opportunities and participation in;</p> <p>Active Routes to School</p> <p>Active Breaktimes</p> <p>Active Blasts</p> <p>Active After School Provision</p>	<p>Wellbeing in PSHE)</p> <p>Introduce Opal at breaks and lunchtimes.</p> <ul style="list-style-type: none"> <li>• Audit</li> <li>• Allocate team – including governor</li> <li>• Resource</li> <li>• Staff meetings</li> <li>• Assemblies</li> </ul> <ul style="list-style-type: none"> <li>• To use all opportunities in the school day to be active – <ul style="list-style-type: none"> <li>- Routes to school survey to consult</li> <li>- Baselined and then completing over the summer half term.</li> <li>- Sports/Opal Leaders to be newly trained</li> <li>- Active playtime rota created</li> <li>- playtimes/dinner times</li> <li>- Meet with Opal (playtimes for 18month project linked to developing our outdoor spaces to create more PA breaks and lunches.</li> <li>- Use Active Durham Active 30 Hub for free resources to support active blast opportunities and ideas.</li> <li>- Participation registers and improved after school club provision- see actions on key</li> </ul> </li> </ul>	<p>£6498 Opal £1068 Resources</p> <p>Free</p> <p>£1068 on PE and break/lunch time equipment throughout the year.</p> <p>Free</p>	<p>understanding of PESSPA. Lead being challenged and set targets</p> <p>More knowledge of opal and how children play. More staff encouraging children to use marking and playing games with children over break/lunch times. Parental engagement improved.</p> <p>Re-introduce walk to school. Baseline completed with all children and children have completed the first month.</p> <p>Sports leaders have attended training for academic year 2022-23. Children are enjoying the responsibility and encouraging others to be PA.</p> <p>Began process of engagement with opal. Initial meeting to discuss the project and how it will run over next 18 months. Resourced some areas. Won award for parental engagement.</p> <p>Record of all afterschool clubs in</p>	<p>No changes to lead or governors able to keep relationship and working as a team going moving forward to drive forward the PESSPA message.</p> <p>To continue in next academic year adding mud kitchen/water play.</p> <p>To continue moving forward into September.</p> <p>To continue moving forward into September.</p> <p>To continue to develop next academic year.</p> <p>To continue this into the next academic year.</p> <p>This model worked this year by</p>
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<p>As a school we have identified swimming as an area to improve. We will be upskilling staff who attend lessons so more children are being supported and take steps to increase children's cultural capital in terms of swimming experiences.</p>	<p>indicator 4.</p> <ul style="list-style-type: none"> <li>• Children in Years 6 to swim throughout year to increase % achieving 25 metres. Other session to be allocated each half term by Pe lead using data to analyse who needs it the most. ear attend swimming lessons.</li> <li>•Upskill staff member who attends swimming lessons to enable him/her to support in the delivery of the lesson.</li> <li>•Attendance team in school will be monitoring any children who are persistently absent on swimming days.</li> <li>•Engage parental support (raise the profile of swimming- importance and celebration)</li> </ul>	<p>Part of SLA for swimming.</p> <p>Free</p>	<p>place</p> <p>Year 6 have went swimming most of the year to ensure they are able to swim to 25m. 86% of children able to swim 25m unaided and 86% can perform self safe rescue. This is a massive increase over data from two years ago.</p> <p>Year 6 teacher attended 3 day swimming course. T now feels more confident teaching swimming.</p> <p>Continuing to monitor however more children are swimming now as the expectation is all children swim.</p>	<p>placing a greater significance on T's going to swimming sessions and actively participating. To continue moving forward into next academic year.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 58%
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>Our focus is on the <b>PE Curriculum</b> (physical education lessons) element of PESSPA. We want to ensure higher quality PE lesson going forwards and we will be upskilling teachers' knowledge of the progression of skills in order for this to happen.</p> <p>To ensure all children have high quality resources for each lesson.</p> <p>To encourage children to pursue their passions and demonstrate that you must be resilient to succeed in sports.</p>	<p>PE lead to attend LA networks and training</p> <p>PE lead to attend SSP meeting about what they can offer school.</p> <p>Membership of Youth sports trust</p> <p>Staff training –See Key Indicator 3 for Staff 'upskilling' and CPD programme to raise teaching and learning standards. Staff identified as having a need and support and training put in place to support.</p> <p>Audit PE resources and buy new resources to support the teaching of PE</p> <p>To hold a variety of PA fundraising events. To discuss athletes and their journey and the setbacks they encountered, how they dealt with these.</p> <p>-Santa run -Summer run - Activity Days – Multiskills, Athletics, Dance with me x2</p>	<p>£320 supply.</p> <p>SSP cost £7500</p> <p>£210</p> <p>Free</p> <p>SSP - £7500</p>	<p>PE coordinator knowledgeable about subject and clear goals for moving forward.</p> <p>PE coordinator now developed a network to support the development of PESSPA across our school.</p> <p>All staff using core task and this is developed into a manageable LTP.</p> <p>PE equipment available, More resources ordered in summer term.</p> <p>Children enjoyed and lots of parental engagement and support.</p>	<p>This will support development of PE in the future as PE lead has a greater knowledge of how to develop PE across the school.</p> <p>To continue to attend and improve subject knowledge.</p> <p>To continue to develop next academic year.</p> <p>To continue to update equipment.</p> <p>To continue to develop over next academic year.</p>

To increase the types and amount of SS offered as Afterschool clubs	To offer a range of clubs for all year groups	£2120	After school clubs held across the year Multi-skills – KS1 Football – Ks1/2 Gymnastics – whole school Soft Archery – Ks2 Kick boxing – Ks2 Tennis – Ks2 Glow Dance – R/Ks1 Netball – KS2	To continue to offer a range of sports as after school clubs in the next academic year.
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				43%
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:
Our focus is on the <b>PE Curriculum</b> (physical education lessons) element of PESSPA. We want to ensure higher quality PE lesson going forwards and we will be upskilling teachers' knowledge of the progression of skills in order for this to happen.  We will focus on the collection and collation of PE assessment and use of data to inform 'meaningful' future teaching and learning for those children to make progress, supporting more progressive teaching delivery and informative transition between	Staff to receive training by the SSP coaching provision in an area of the curriculum that they require extra support with. - Staff competency - Year 3, 4, 5 Dance CPD - Year1 – Gymnastics, Dance OAA, Athletics - Year 3 – Basketball, Rounders, Football - Reception – Athletics - Year 2 - OAA - Moderation by PE by Subject Leader to include 'learning walks' to ensure impact of 'upskilling'.	SSP support £7500	Staff will receive training and support in school with a member of staff from the SSP so that confidence in PE is raised. This should not need to be repeated next year as staff will receive lesson plans from the SSP staff to use in future teaching. • Core task assessments are evaluated at the end of unit tasks and handed in to PE subject leader to ensure standards in PE can be monitored and areas of need addressed	Staff more confident teaching PE and enjoy working with the coaches. Next year training will focus on the staff moving year groups.



<p>year groups.</p> <p><b>Assessment</b> data will be used to review pupil outcomes; informing CPD needs, curriculum or teaching and learning development focus going forward and any pupil intervention requirements.</p> <p>Continuation of Subject Leaders Professional Development</p>	<p>For all staff to continue to use the Durham core task assessment tasks as the unit of work (medium term plan) which support teachers in making judgements when assessing the 3 groups of children (above, at, below). Consult also- the Durham Progression of Skills Documents</p> <p>– Moderation by PE Subject Leader to include collation of end of term unit assessments to inform next step developments</p> <p>To use the supporting materials provided by the SSP and County Advisor when delivering PE (e.g. TOPS cards, gymnastic position pictures etc). Create electronic resource file for staff use.</p> <p>Education Durham County PE Advisor to deliver CPD during Network meetings for lead.</p> <ul style="list-style-type: none"> <li>- SSP Meetings and Leader Briefing</li> </ul>	<p>Free as part of Education Durham LA</p>	<p>Staff now completing end or unit assessment tasks. Staff meeting help about the progression of skills documents and that they need to use during planning of PE lessons and when making assessments.</p> <p>All assessment in PE lead file and inform provision I will put in place for next academic year.</p> <p>Staff are all using the supporting materials provided by SSP. We have had training with county advisor. All resources are uploaded to shared staff one drive.</p> <p>All staff greater understanding of athletics teaching and resources on one drive.</p>	<p>To continue next year. Next steps to video core task at the beginning and end of the unit for evidence of progression.</p> <p>To continue next year.</p> <p>To continue next year.</p> <p>To continue to use resources and information from SSP to teach high quality lessons.</p>
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			Lead attended all PE network meeting and SSP meetings and informed staff of changes or resources that are available.	Lead to continue the professional development by attending network meetings.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 56%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
We want to raise the cultural capital of the children in our school by giving them opportunities to access a range of physical activity clubs, days and entries into both competitive and celebratory school sport events.	Participation registers and activity audit to identify current offer  Pupil and parental voice questionnaire to seek views and preferences (targeting least engaged)  Activity Days- Multiskills Athletics Dance with me x2 Santa Run Summer Run	SSP 2 club per year (part of £7500, see above)  Part of SSP	Increased participation in a range of activities for children and parents.  All children participated and enjoyed events and are keen to participate in more.	More children attending clubs than previous. Range of clubs offered to all children. To continue building this legacy.
We want to provide children with experiences and knowledge of a	Range of afterschool clubs offered	Other after	Increased attendance of pupil	

<p>range of sports and activities to broaden their interests and we will use Sports Premium to support G&amp;T children in their chosen area if/when needed (e.g. subsidise attending a club).</p> <p>Our opportunities may also link to community activity and sport-supporting our Active 30+ agenda, encouraging pupils to be more active both in and outside of school and supporting parental engagement (Key Indicator 1 and 2)</p>	<p>to all pupils in both key stages (inc EYFS) throughout the year. Attempting to deliver at least 2 sporting clubs offered each week. SSP to deliver a sporting afterschool club each term.</p> <p>Boys and Girls football teams (year 5, 6) in local league matches.</p> <p>Football teams receive training each week after school from PC along with AH.</p>	<p>school clubs provided by other agencies - £2120 (keep active £1040 and Foundation of light £1080).</p> <p>Football Alliance - £120</p>	<p>premium children at clubs involving physical activity – to be tracked.</p> <p>After school clubs held across the year (see above)</p> <p>As above</p> <p>Football team has worked well this year with a more consistent manager. We finished 4<sup>th</sup> in the league. It was commented upon by other schools how well our team were team players, worked together and showed the values of our school.</p>	<p>Regular quality football training to be accessible to children in school.</p> <p>Quality of training to be monitored.</p> <p>Increase the profile of girl's football to ensure a greater number of girls are accessing the training to enable school to have a regular girl's football team perhaps through the Disney Shooting stars programme.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				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:
<p>To improve the understanding and raise the profile of 'Healthy' School Competition and participation supporting whole child development.</p> <p>Identify the competition framework through a stepped level process and access for ALL pupils (including SEND and G&amp;T)</p> <ul style="list-style-type: none"> <li>- Embedded competition within lesson structures e.g. T&amp;L-organisation of game structures as part of the 'selecting and applying' strand of PE</li> <li>- Personal best challenges and Assessment for Learning approaches to T&amp;L</li> <li>- Level 1: Intra School Competition</li> </ul>	<p>To discuss Athletes journey and the setbacks they encountered, how they dealt with these. To follow a sports circuit completed by whole school.</p> <ul style="list-style-type: none"> <li>- Timetable intra school competition/festival opportunity linked to curriculum units of work (medium term) e.g. gymnastic festival, dance festival, invasion game tournament</li> <li>- Sponsored Events (school calendar events)</li> <li>- Healthy school week includes a competitive sports day, parents attend and take part.</li> </ul>	Free	<p>All children participated</p> <p>LTP in place with opportunities to practice up coming competitions during SAQ times. Staff encourage and plan intra school competition to enable children to be ready for inter school competition.</p> <p>100% of children in both KS1 and KS2 participated in two or more intra school events.</p> <ul style="list-style-type: none"> <li>• All children to participate in sports day activities (3 races each).</li> </ul>	To continue next academic year



<p>- Level 2: Inter School Competition (Cluster Leagues, SSP Cluster events and School Games Competition)</p>	<p>Children to participate in the following competitions, festivals and tournaments:          Cross Country – Y 1, 2, 3, 4, 5, 6          Netball – Y5, 6          Rugby – Y5, 6          Key skills – Reception and Y1          Football – Y 3 and 4          Key Steps – Y 2 and 3          Sports Hall Athletics Y5, 6          OAA – Year 2          Dance Festival – Y1          Basketball – Y5, 6          Basketball skills – Y3, 4</p> <p>Boys and Girls football teams (year 5, 6) in local league matches.          Football teams receive training each week after school from SAFC.</p>	<p>Festival participation – inc in SSP £7500 (see above)</p> <p>Transport for festivals/football £1175</p> <p>SAFC - £30 per week. Total cost £1080</p>	<p>Participation registers included completed.</p>	<p>To continue next academic year</p>
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Signed off by	
Head Teacher:	<i>Ellamson</i>
Date:	July 2023
Subject Leader:	G. Metcalf
Date:	July 2023
Governor:	I.Roberts, R.Pearson

Date:	July 2023
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