

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.

Created by: [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 2022/23	£18360
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£18541
Total amount of funding for 2022/23. 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

What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	87%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	51%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	42%
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

Academic Year: 2022/23		Total fund allocated:18541	Date Updated: 14/07/23	
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: 97%
Intent	Implementation	Funding Allocated	Impact	Sustainability / Next Steps
<p>Ensure that all classes are experiencing 2 sessions of physical education per week</p> <p>Ensure inclusivity so that all children can take part in these sessions</p>	<p>CPD provided by the specialists from the Jorvik Partnership (Bill Davis alongside Alex Johns (from Ignite coaching) and additional specialists (including swimming) have been used to enhance teachers' own pedagogical understanding, which in turn will lead to teachers becoming more confident in teaching different areas of PE. Is still being identified as a barrier as loss of confidence in PE teaching was noted during lockdown schools (improved confidence from last year but still less so than before Covid).</p> <p>Monitoring of both the amount of PE and the utilisation of the sports specialists provided has occurred with the Sports lead</p>	<p>£7335 – Ignite Coaching</p> <p>£8300 – Jorvik Sports Partnership</p> <p>£1650 - Swimming</p> <p>£150.00 - Cricket Chance to Shine</p> <p>£570 - York Dance</p>	<p>Positive role models have been created through the interaction with the specialist teachers which has in turn encouraged 16% of children who were not participating in after school clubs last year, to now join in a club with these specialists due to the relationships formed in school.</p> <p>All children in the school are accessing 2 regular sessions of physical activity per week.</p> <p>Children in KS2 are also accessing lunchtime competitions and clubs.</p> <p>A higher percentage of children from year 4 and up can swim 25m unaided. With a higher percentage of year 6 children</p>	<p>Continuity of some of the specialist coaches as they continue to have a positive impact.</p> <p>Additional coaches with a wider range of skills in physical activity required for CPD. This will enable the school to broaden the sports offer we have. Equipment will be needed.</p> <p>Opening up lunchtime clubs and competitions to KS1 to ensure the whole school are accessing additional time for physical activity.</p> <p>To open this up to the year 3s with the aim to run just catch up programmes for children</p>

	<p>and phase leaders to ensure equity between classes.</p> <p>Alongside that, York St John students have been utilised in PE sessions to create smaller, more targeted groups to raise teacher confidence.</p> <p>Additional lunchtime clubs and introduction on inter school leagues has also been used to increase inclusion across all year groups and to ensure additional time is used for physical activity.</p> <p>To help close the gap between swimmers and non-swimmers by offering swimming to all children from year 4 and up. This is included in the percentage of activity in a week for these children.</p>		<p>leaving school being able to swim. (78% in 21/22 and 87% in 22/23).</p>	<p>who are non-swimmers in year 5 and 6 in the coming years.</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:
2%

Intent	Implementation	Funding Allocated	Impact	Sustainability / Next Steps
<p>Assemblies to celebrate sport participation to encourage more to take part.</p>	<p>Certificates for sport competitions</p> <p>And festivals are given out in star assemblies to celebrate achievements.</p>	<p>Part of the Jorvik Sports Partnership (£350) is to buy into the extracurricular leagues.</p>	<p>Pupils tells us they are motivated to be ambassadors for the school. Staff tell us pupils self esteem and confidence is increased as a result of the celebrations.</p>	<p>To discuss with children what leagues they would like to take part in going forward - use pupil voice to decide what other leagues to take part in so a wider range of children will</p>

<p>Different sports leagues entered across all Key Stage 2 including active and inactive competitions to celebrate all abilities.</p> <p>Sporting activities posted on learning journals on seesaw. Also on the School's twitter page.</p>	<p>Recognition given to matches played within the week in assembly time with children talking about how the games went.</p> <p>Additional sports leagues entered this year with a focus on non-competitive leagues to ensure all children can share their successes and participation in assemblies and within classes.</p> <p>Teachers to post videos and pictures to celebrate and send to wider audience of parents and others who access twitter. Staff meeting time given to look at other teacher's Seesaw and see how different classes have been evidencing PE and other activities.</p> <p>Encourage a love of sport within the staff through CPD and an increased confidence in teaching</p>		<p>Pupils are more resilient and keen to take part.</p> <p>Parents are pleased that sport is integral to pupil's wellbeing and daily curriculum. There are more opportunities and enthusiasm towards sport across the school</p> <p>All KS2 children have been given the option to take part in leagues of differing levels and have shared how proud they are to represent the school and how they enjoy this being celebrated by the Headteacher or other staff members in assemblies and in classes.</p>	<p>join in and share their enjoyment across the school.</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: 97%
Intent	Implementation	Funding Allocated	Impact	Sustainability / Next Steps
<p>CPD of staff</p> <p>In order to improve progress and achievement of all pupils the focus is on up-skilling the staff. Staff to increase their knowledge and confidence in the planning and delivery, specifically in gymnastics and lacrosse, with quality outcomes.</p>	<p>Specialist coaches (Ignite and Jorvik Sports Partnership to support EYFS - year 6 weekly specifically targeting the chosen sports which teachers find difficult to teach themselves such as Gymnastics, Dance, Lacrosse, cricket and tennis etc.</p>	<p>All funding, included in the sports partnerships and specialists mentioned in key indicator 1.</p>	<p>Provides CPD to the teachers on areas of Physical activity which they struggle with, after school club provides a broader range of sporting opportunities for the children at Osbaldwick and the local sports partnership allows us to access a very broad range of sports and opportunities which is vital to raising the level of sport in school</p> <p>Teachers tell us they are more confident delivering a variety of different sports and games. They tell us they are more confident in the progression within gymnastics, lacrosse, cricket and tennis and dance.</p>	<p>Monitor the teaching of PE and continue to utilise the use of the Jorvik partnership and expertise it can offer. However, start to give more freedom to teachers so they can showcase their training. Continue to build independence of planning and teaching with support from the specialists.</p> <p>Increase the effectiveness of the CPD to ensure that it has a lasting impact.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 1%
Intent	Implementation	Funding Allocated	Impact	Sustainability / Next Steps
<p>Additional achievements:</p> <p>A wider range of sporting equipment purchased</p>	<p>Purchase of a wider range of PE equipment including more equipment that can be used in KS1:</p> <ul style="list-style-type: none"> - A range of different balls (softer, larger, smaller) - Different sized goal posts - Different sized tennis racquets 	£123	<p>A greater understanding of different sports across the school</p> <p>More opportunities for a wider variety of sports.</p> <p>More opportunities for KS1 children to access all sports</p>	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 97%
Intent	Implementation	Funding Allocated	Impact	Sustainability / Next Steps
<p>Increase the variety of afterschool clubs</p> <p>Increase the variety of after school matches against other schools both for active and inactive pupils.</p>	<p>Identify the key disadvantaged children throughout the school</p> <p>Track the activity of all pupils across the school based on in school activity and extra-curricular</p> <p>Offer clubs for both KS1 and KS2 in a week including:</p>	<p>All funding, included in the sports partnerships and specialists mentioned in key indicator 1.</p>	<p>See club registers in the office</p>	<p>Plan for more clubs and different coaches and sports to provide after school clubs in 2023-2024.</p> <p>Invite more external coaches in to administer a wider variety of sports.</p>

	<p>Aut - Invasion games, netball, dance, football, tag rugby</p> <p>Spring - Dodgeball, target games, archery, basketball</p> <p>Summer - Lacrosse, athletics, bat and ball games, rounders</p> <p>Run lunchtime clubs and leagues including - football, cricket, lacrosse, netball and dodgeball</p> <p>Identify children who want to play for school teams throughout KS2.</p> <p>Enter leagues for both active and inactive children.</p> <p>Create opportunities with home and away games, organising lifts when necessary.</p>		<p>Post Covid-19, face to face competitions have enabled 68% of year 6 pupils, 82% of year 5 pupils, 78% of year 4 pupils and 10% of year 3 pupils (opportunities given to older pupils first) to represent the school. This has boosted confidence as it creates an inclusive atmosphere as pupils who want to play for the school teams do. The positive culture of sport in the school has become widespread and the impact has been seen through the enthusiasm of children taking part.</p>	<p>Plan to enter more leagues and run tournaments at OPA so that multiple games can be held on the same night so more children can access these.</p> <p>Use contacts gained through SL CPD and previous leagues to create other competitions and friendly matches across a variety of sports external to the sports partnership.</p>
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Head Teacher:	Matthew Brown
Date:	14.07.23
Subject Leader:	Jessica Pigg
Date:	14.07.23
Governor:	Becki Dean
Date:	17.07.23