

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](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£893
Total amount allocated for 2021/22	£16,802
How much (if any) do you intend to carry over from this total fund into 2022/23?	£893
Total amount allocated for 2022/23	£16,802
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 17,695

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	92%
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	92%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	92%
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

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: £17,694.52 (48p carry over)		Date Updated: 03.07.2023	
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: £6,933.45 39%	
Intent	Implementation			Imp act	
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:	
<u>Aim 1:</u> Maintaining and growing Barmby Moor’s engagements in PESSPA and our delivery of 60 active minutes for every child. <u>Aim 2:</u> Platinum Award Status – Demonstrate how Barmby Moor has ensured that it has developed and maintained 60 active minutes across the school.	<u>Aim 1:</u> - Continue 30:30 model and ensure model is shared with new members of staff - Have targeted provision for least active KS2 pupils in school with a minimum uptake of 15% from those identified at the start of the year taking part in extra-curricular physical activity for at least a term - Encourage and promote active travel to and from school - Tracking of physical activity outside of school - Register on	£656.66 - 1/3 of Sports Partnership (£1970) Support staff received training on playground games £2,979.25 – ¼ of 0.2 Salary (£11,917) £60 – attendance at PE conference in September 2022	<u>Aim 1:</u> - All children across school participate in at least 30 minutes of physical activity every weekday through our 30:30. All staff are aware of this model and implement it using tools such as Just Dance and Go Noodle. 100% of least active KS2 pupils participated in extra-curricular physical activity this year - Active travel was promoted through The	<u>What will we keep doing?</u> 30:30 model - Big Wheel and Walk - Active 60 Bags <u>Next steps?</u> - Implement a timetable for support staff to deliver playground games following their recent training - Apply for Platinum once five consecutive golds have been achieved.	

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	www.activeschoolplanner.org • Complete the inclusive health check tool • Utilise sports coaches to support school sport and physical activity delivery • Introduce play leader system at lunch and break times so that staff are leading activities each break Aim 2: • Platinum award case study into 30:30 completed	£15.98 purchase of two lunchtime footballs £0 – First Steps providing free after school clubs £16.56 – purchase of bean bags £975 – repair and maintenance of playground equipment £105 – inspection of PE equipment including gym mats, netball posts and benches £2125 – swimming lessons plus	Big Wheel and Walk which led to over 60% participation. • Use of Active 60 Bags has allowed children to scrapbook their physical activity outside school and has allowed us as staff to monitor exercise outside of school. • Active School Planner has been used to create heatmaps which has allowed us to spot any sedentary periods of the day (of which there are now minimal thanks to 30:30). • Inclusive health check tool prompted us to change our PE planning to ensure all pupils are able to participate regardless of personal circumstances. • First Steps coaches have delivered an hour of extra-curricular sports every week with a minimum uptake of 17% KS2 pupils each half term. • Play leaders have not yet been successfully introduced but support	
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		travel to and from to allow top up swimming lessons to take place	staff have received further CPD training. Aim 2: Goalposts for platinum award criteria changed to five consecutive gold awards during the year which meant we were unable to apply.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				£2979.25 17 %
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:
Aim 3: A clear focus on particular transition points within the school. Aim 4: Create positive experiences that support the character development of young people. Aim 5: Advocate to key stakeholders how PESSPA makes a meaningful difference to the lives of children and young people, including engaging and educating parents.	Aim 3: - Provide Year 6 pupils with the opportunity to learn to lead - Provide UKS2 pupils with the opportunity to participate in inter-school competitions within the local cluster Aim 4: - Engage at least 15% of pupils in leading, managing and officiating in school physical activity. - Develop student voice using questionnaires to allow clubs and activities to be planned.	£2,979.25 – ¼ of 0.2 Salary (£11,917)	Aim 3: - Year Six pupils have led house mornings, potted sports morning and the annual fun run. This has allowed them to develop their independence and communication skills in preparation for transition to secondary school. - All Year Six pupils were provided with opportunities to participate in inter-	What will we keep? - Y6 leadership - Transition activities for Y6 - Questionnaires for sports clubs - School/sport council with advocacy - PESSPA board - Fortnightly and monthly newsletters - Termly PESSPA updates to governing board and governing meetings

	• Organisation of School Sports Crew Aim 5: • Have a noticeboard which promotes physical activity/sport • Promote physical activity to parents and the local community a fortnight using newsletters, website and/or local press. • Sharing of events on Twitter and Seesaw • Termly updates to Governors about PESSPA provision		school competitions at the local secondary school to support transition into Y7. Aim 4: • 49% of pupils (Y5/6) completed a PE unit on officiating athletic throws, which is in addition to opportunities we provide for Y6. • Questionnaires were used to plan out extra-curricular clubs across the year and our school and sports councils helped to organise the fun run this year, choosing to raise money for Diabetes UK. Aim 5: • PESSPA board in hall is updated half termly to promote PESSPA. • PESSPA is also promoted fortnightly in the school newsletter and monthly in the wellbeing newsletter. • Seesaw and Twitter have not been used successfully. • PESSPA lead (who is	Next steps? • Increase the use of Seesaw and social media to promote PESSPA. • Create opportunities to allow parents to participate in physical activity with pupils.
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			also a governor) reports on PESSPA to governors each term.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£3,635.91 21%
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:
Aim 6: Assessment of PE to be improved	Aim 6: Use of Otrack to assess and monitor the progress of children within PE. These will follow YST steps of progression. Share Otrack process of tracking with staff in staff meeting	£656.66 - 1/3 of Sports Partnership (£1970) EYFS and Y3/4 teachers attended gymnastics training Support staff received training on playground games Pock Tennis team teach CPD with Y1/2 teacher	Aim 6: - Otrack objectives in place and staff training completed on this. However, not all staff are completing this at the end of each unit of work. - Otrack procedure has been shared in staff meetings but not all staff are using this.	What will we keep? - OTrack procedure using formative assessment tools. - Continued monitoring by PESSPA leader. Next steps? - PESSPA leader to hold staff to account when units are not assessed.

		£2,979.25 – ¼ of 0.2 Salary (£11,917)		
		£0 – first steps to team teach to provide CPD; this came out of a different budget		
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: £460 2%
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:
Aim 7: Provide pupils with the opportunity to experience a wide range of different sports and activities.	Aim 7: - A LTP and MT planning which includes diverse activities and enrichment - Opportunities for children to participate in sports such as triathlon, archery and fencing which are normally less accessible - Use coaches to deliver extra-curricular clubs across the year which	£0 – First steps to run after school clubs (free of charge) £460 – coach travel for Brownlee triathlon	Aim 7: - PESSPA leader has provided staff with a LTP and MTP which include a wide variety of activities. Units such as invasion games consist of many different sports and activities so pupils are not 'switched off' by six weeks of a sport they dislike. - Triathlon, boxing, archery,	What will we keep? - Skill based units rather than sports based units for LTP and MTP. - Enrichment activities through PE lessons. - Coaches to provide an additional extra-curricular club each week.

	allow pupils to participate in activities which require more specific subject knowledge to deliver e.g. street dance		fencing, boccia and new age kurling have all been opportunities which children have had the opportunity to participate in. This has been achieved through PE sessions which means 100% of our KS2 pupils have participated in one of these activities. First Steps completed one hour per week of extra-curricular sports with at least 17% uptake of KS2 pupils for a half term. Street dance and cheerleading included.	Next steps?
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£3,685.91 21 %
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:

Aim 8: Create positive experiences to ensure physical activity and competition provision is designed to reflect the motivation, competence and confidence of our young people and has a clear intent.	Aim 8: • Have positioned 'Personal Challenge' as a key component of your provision (3 within year) • Planning and delivery of intra school house competitions throughout the year • Plan extra-curricular clubs across the year which will allow pupils to practise sports prior to inter-school competition • Provide time for pupils to reflect on inter school competitions	£656.66 - 1/3 of Sports Partnership (£1970) £2,979.25 – ¼ of 0.2 Salary (£11,917) £50 – painting of sports day lines	Aim 8: • Personal challenges are included within PE planning for all staff which has allowed children to focus on their personal bests rather than competing with others. • House competitions are planned into the end of PE units to allow children to apply skills learnt and to experience winning and losing and the characteristics which can be developed through this. • Extra-curricular clubs have worked as a springboard into inter-school competitions so pupils have had a better grasp of rules etc before starting competitions. • Reflection has not taken place as frequently.	What will we keep? • Personal challenge • House competitions • Extra-curricular clubs mapped to inter-school competitions Next steps? • Children given opportunity to reflect after each inter-school competition.
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Signed off by	
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Date:	20.07.2023
Subject Leader:	Toby Hone
Date:	03.07.2023

Governor:	Shaun Williamson 
Date:	20 July 2023