The Primary PE and Sport Premium

Planning, reporting and evaluating website tool



Commissioned by

Department for Education

Created by



It is important that your grant is used effectively and based on school need. The <u>Education Inspection Framework</u> 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 <u>Quality of Education</u> 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.

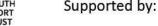
Pleasevisit<u>gov.uk</u>fortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement.Thisdocumentwillhelpyoutoreviewyourprovisionandtoreportyourspend.DfEencouragesschools to use this template as an effective way of meeting the reporting requirements of the Primary 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 <u>publish details</u> 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 <u>HERE</u>.





COACHING



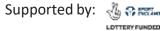
| Total amount carried over from 2021/22 | £0 |
|---|----------|
| Total amount allocated for 2021/22 | £17,700 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £O |
| Total amount allocated for 2022/23 | £19,500 |
| Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024. | £ 19,500 |

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? | 70% |
| 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 | |
| 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 | 75% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 75% |
| 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 |







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: | | |
|--|--|-----------------------|---|--|
| Key indicator 1: The engagement of <u>a</u> primary school pupils undertake at le | | | ficers guidelines recommend that | 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: |
| To continue to improve pupils' skills and knowledge to embed a lasting love of sport and physical activity and sports leadership through consistently delivering high quality PE lessons. | Extra-curricular sports clubs continue to be delivered by PE | £22,165 | participated in a wide variety of fundamental movement | |
| confidence and academic progress: regular physical activity promotes growth and development and has | Specialist and specialist coaches from the local area, this is to help further foster a love for sport/physical activity, also allows for a broader delivery of school sports after school and to generate a much-needed outlet for pupils outside of the 'normal' school hours with better school- sports club links in the local community. | | Children's desire and enthusiasm to participate in their PE lessons has improved dramatically, activity levels have increased; all participate in 60 minutes of daily | in SSSP organized competitions. |





| impact on their progress in other subjects. | Staff and pupil training from SSSP and PE Specialist. Join the SSSP for competitions, events and training. | £2,348 | lessons. Increased levels of well-being and less children classed as obese. All children across the school are included in in-house PE events throughout the school year as well as SSSP organized events. | knowledge and understanding 'why' it is important to remain physically active into their later years. Decrease levels of obesity and inactivity by Year 6. |
|---|---|-----------------------|---|---|
| Key indicator 2: The profile of PESSPA | A being raised across the school as a to | ool for whole sch | ool improvement | 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: |
| Empowering pupils to develop a physically active lifestyle is essential for the promotion of maintaining a | Pupils trained as Sports Leaders as part of their curriculum from Year 5. This enables them to lead games | | Pupils are engaged in weekly lessons of sports taught by the PE specialist | Children's performance and enthusiasm for sport improves to increase chances of |



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| attitudes that sportsmen and | | supporting others. | and knowledge to maintain a |
|---|---|---|--|
| sportswomen can display. | All class teachers teach PE and wear | | healthy, active lifestyle |
| Sport is seen as a vehicle for celebrating collaboration, teamwork and respect for others. We deliver a fully inclusive curriculum that adopts a 'Sport for All' Ethos. We will strive to offer our students a varied, | appropriate sports clothing – staff promote fitness and well- being and are role models for all children. | Sports certificates awarded in | independently as they leave school and grow into adults. |
| exciting and enjoyable | | school weekly newsletter and digital images on the school website and social media. | |
| We plan specific opportunities during their PE lessons for children to develop their sports leadership skills to help them gain confidence and self-awareness. All children are encouraged to be physically active every day and our school always participates fully in local and regional competitive sports events | | Increased number of pupils in their desire to participate in sporting events organized by the SSSP Targeted provision following data analysis to ensure all children make progress in PE. | |

| Key indicator 3: Increased confidence | e, knowledge and skills of all staff | in teaching PE and | lsport | Percentage of total allocation: |
|---|--|-----------------------|---|--|
| Intent | Implementat | ion | 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: |







| At Fairfield we aim to provide High level PE lessons through high levels of subject knowledge, collaboration and continual CPD around the delivery of PE. This helps to ensure that the pupils have access to the very best PE provision, providing them with the key skills to develop their personal and social skills alongside their knowledge and understanding of concepts of teamwork, healthy lifestyles and problem solving in PE and sport. | | £1,000 | Pupils are engaged and inspired to learn and develop sports skills by PE Specialist, working in partnership with teachers. We have a bespoke PE curriculum that not only focuses on the progression of skills needed to be successful, but also helps develop children's personal attributes and characteristics to enable them to be successful sportspeople and leaders in all areas of life. The scheme of work taught is progressive, engaging and incorporates a range of sports and skills. | School has sustainable sports provision provided by having a specialist PE teacher. Continuous observations by staff to help cement teaching practices for PE, allowing for teaching of PE/sports to be improved subsequently raising attainment and progress in PE. Develop further opportunities for CPD focused on a range of ideas around outdoor learning. A more diverse range of children take part in competitive sporting activities. |
|--|--|-----------------------|--|--|
| Key indicator 4: Broader experience o | f a range of sports and activities offe | red 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: |







| to experience a broad range of sports to pursue physical activities to suit their interests in the future hence why we have such a varied PE curriculum to allow students to sample an array of sporting activities After school clubs available this year: Boys football, girls' football, dance, | given discipline throughout the academic year. This helps to also provide a specialist link to outside local sports clubs, to which our pupils can attend, therefore enhancing their activity levels. We offer a multitude of sports clubs including football, gymnastics, netball, dance, rugby, athletics, running and dance. | £1,000 | engage in further physical activity | sessions afterschool to extend opportunities for physical activity and develop an interest in a variety of sports. |
|---|--|--------|-------------------------------------|---|
| gymnastics, tag rugby, basketball, netball, athletics, coding club, rounders, cricket, dodgeball. | helps to support the range of sports offered to the younger pupils during their own break/lunchtimes. Whilst also providing the sports leaders the opportunity to develop their own self-confidence, problem solving organizational skills and officiating, and raising their achievement, profile within school to be a good role model. Outdoor resources purchased/replenished. | | | |





| Key indicator 5: Increased participatio | n in competitive sport | | | Percentage of total allocation: |
|---|---|---------------------------------|---|--|
| | | | | 8% |
| 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: £1,000 | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| Healthy competition promotes a keen nterest in personal challenge, reaching and exceeding targets and achieving personal bests. At Village Primary School we endeavour to provide all children with the opportunity to compete in and out of school; to invoke a growth mindset we wish for all children to experience and positively learn from success and failure. It is our vision to positively promote the values of good sportsmanship in competitive sport. | to prepare children for competition events. This is planned for (see weekly coach timetable) | | Children are engaged in competitive sports events to extend opportunities for physical activity and increase interest in | Provides focus for competities sports opportunities and increases sports performance and enthusiasm. Create opportunities to acknowledge achievement in sports performance and in progress. Pupils use the skills they hav developed in PE and at competitive sports events in other contexts in and out of school, to deal with challenging situations maturely. Children attend sports events to participate in competitive opportunities. Summer sports days for year have become a competitive event, voted for by the pupils with over a hundred parents |
| reated by: Physical Active | SPORT Supported by: | | All pupils are given opportunities to attend SSSP festivals and competitions, from EYFS through | KS1 and the rest of KS2 have |

| to year 6. Year 3&4 attend a less competitive sports day, |
|--|
| selected few organized sports with scores counting towards |
| competitions throughout the year their classes. |
| from cross country, indoor |
| athletics, football and summer |
| athletics. The year 5&6 have a |
| greater opportunity to compete in |
| many of the organized |
| competitions from the SSSP, many |
| teams experience success in the |
| cluster tournaments and Stockton |
| finals. |

| Signed off by | | |
|-----------------|------------------------|--|
| Head Teacher: | R.Birtwistle | |
| Date: | 12/12/2023 | |
| Subject Leader: | Paul Fox/Laura Calvert | |
| Date: | 12/12/2023 | |
| Governor: | Governing body | |
| Date: | January 2024 | |





