

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	£5000
Total amount allocated for 2021/22	£20000
How much (if any) do you intend to carry over from this total fund into 2022/23?	£5000
Total amount allocated for 2022/23	£20000
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 25000

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>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</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>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 2023.</p> <p>Please see note above</p>	77%
<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>	77%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	77%
<p>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?</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:	
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: 45.6%
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?:	
To ensure that ALL pupils experience a broader range of sports and activities. To be inspired to pursue physical activity out of school after taking part in school.	Introduced new after school clubs such as, skipping, dance, basketball and multi skills.		£1200	Children have had the opportunity to do over 30 mins vigorous activity through up tempo sporting challenges.	
Buying new PE resources including lunchtime equipment and repairs to gym equipment.	New equipment and resources purchased to enhance provision at lunchtime. Repairs to gym equipment to meet health and safety standards.		£10,200	This has meant children have had full access to all equipment in school increasing their 30 minutes a day activity in school. Pupils are engaged in lessons as seen through learning walks and lesson observations.	
				Due to equipment being replaced we are now in a position where equipment is sustained and will last for future children going forward. We are extending the provision for outside with a scrap shed being ordered for 2024 which is another sustained resource for all.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 10%
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:
Supply cover for staff attending events and training.	PE Lead has been released to attend subject leaders days, sporting events and competitions. Bramley St Peter's to continue membership of the West Leeds Partnership and Leeds Well Schools Partnership	£1500	This has led to us being able to attend more events and competitions. Children's confidence has increased. The children have completed more physical activity and it has given a broad range of children the opportunity to try new sports.	This will continue next year as these are success events and gives children motivation and purpose to want to be active and try new sports.
Skipping school workshop and competition.	Opportunity for children in Years 2 and 4 to learn and develop a new skill, through a fun skipping workshop in line with the PE curriculum map. The PE team will attend workshops to help run a skipping club and support the skipping festival. 30 children from both Years 2 and 4 to attend a Skipping Festival event.	£1000	Children have much more knowledge and skills regarding skipping and the techniques needed to be able to skip. Staff are more confident in delivering skipping workshops and teaching children. Children have had the opportunity to take part in a competition at a local level and have an enriched experience in the process.	This will continue next year as it is so popular. We should also see an increased fitness and skill level from year 4 as they previously did it in year 2 after the 2/3 year gap of COVID lockdowns.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				25.76%
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:
Skipping intervention day and CPD staff meeting for all staff.	<p>Developing the confidence of all staff in teaching PE, to ensure the children have a much more exhilarating experience of PE.</p> <p>To improve engagement levels between lunchtime staff and children to reduce the number of behaviour incidents during lunchtime.</p>	£540	<p>Staff and children at lunchtime and playtimes are more engaged and improved cooperation between children has been seen.</p> <p>Teaching staff have become more confident to use skipping in PE as a warm up or part of the whole lesson and as an active movement break in classroom teaching time.</p> <p>All children are included as the level of skipping is tailored to their needs. Great inclusivity.</p>	<p>To continue the use of skipping at lunchtime and playtimes.</p> <p>To train older children to be 'skipping leaders' to teach and support the younger children in school.</p> <p>To continue to encourage staff to use skipping as a movement break in class teaching time.</p>
To ensure staff have had the relevant training and have access to the schemes of work and resources, to develop and teach a high quality PE Curriculum.	<p>PE Lead moderated planning and lessons and progression of skills.</p> <p>CPD training with Complete PE to maximise the scheme of work so that the curriculum fits the needs of our children.</p>	£200	More pupils are engaged in high quality PE lessons and provision leading to a healthier lifestyle for all.	Ongoing as new staff join the team and current staff continue with their CPD.

<p>Dance – Inspiration Tree</p> <ul style="list-style-type: none"> - PE coach works alongside class teachers to plan and deliver activities linked to PE dance curriculum and to assess effectively. - children access good quality sports coaching. - school adults receive high quality CPD to enhance their teaching of PE. 	<p>As a result of staff questionnaires that dance was an area staff needed developing, staff were given half a term’s dance CPD.</p>	<p>£5700</p>	<p>Increased staff confidence to deliver an effective dance PE lesson. Staff learnt how to structure and sequence a dance lesson and how to use the music to inspire the children. This has enhanced our curriculum and lessons taught.</p> <p>Children were more engaged as the music and routines were interesting and age appropriate.</p>	<p>Staff now more confident to deliver an effective dance PE lesson.</p> <p>Lessons are more interactive and children’s skills and confidence have increased in this area.</p> <p>CPD developed further for all staff which is bespoke to individual needs</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation: 11.2%</p>
Intent	Implementation		Impact	
<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>To give all children an inclusive PE curriculum with a wide range of sport experiences available.</p> <p>Access to extra-curricular clubs – deliver a range of extra curricular sports clubs in school including multi-sports, football, dance, basketball etc throughout the year.</p>	<p>Targeted recruitment of pupils to access school clubs (in particular those from disadvantaged backgrounds).</p> <p>LWA service level agreement.</p> <p>West Leeds Sports Partnership.</p> <p>Leeds United Football.</p>	<p>£2800</p>	<p>SEND children have attended pickleball with the Leeds Sports Partnership which has promoted confidence and inclusivity.</p> <p>Links with LUFC have meant children have experienced a range of different experiences through the Premier League</p>	<p>To continue with the service level agreements and providers as this allows us access to high quality experiences and events in and out of school.</p> <p>Children are taking the skills learnt and applying this to their school work. They are</p>

<p>Additional achievements:</p>	<p>Foundation (specialist providers for sport/intervention).</p> <p>In being part of the above has meant we have been involved in a range of sports and activities:</p> <p>Brownlee Triathlon Bramley Olympics Cross Country Skipping Festival Netball Festival Basketball after school club Dance Club Bramley Swimming Gala LWA events against other schools in the West. Cycle North – Yrs 1,2, 6 cycle safety and balancing. Reception balance/bike ability skills workshop</p>		<p>Stars Program. This has been through using sport to increase reading capabilities and share expertise at lunchtime and after school clubs.</p> <p>Overall children’s fitness levels and skills have increased as has the quality of teaching and learning.</p> <p>There have been an increased number of children participating in sport.</p>	<p>developing their resilience and confidence to try new things. This will be a skill they continue to use as they move onto the next year group and beyond.</p> <p>To continue next year and expand further after school clubs so even more children have the opportunity to attend.</p> <p>To apply for platinum School Games Award in 2023/24.</p>
---------------------------------	---	--	--	---

<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation: 7.44%</p>
Intent	Implementation		Impact	
<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>To broaden children's access to competitive sports in the local community.</p>	<p>Continue to participate in West Leeds interschool sports team providing a range of access to different sport competitions throughout the year.</p> <p>Transport to and from competitions and events.</p> <p>Teachers to teach all sports in line with local competitions.</p>	<p>£1860</p>	<p>Pupils are engaged in physical activity and don't see their medical condition as a barrier to participate in these activities.</p> <p>Pupils want to continue being physically active once they leave our setting.</p>	<p>Website updated.</p> <p>Competition calendar updated.</p>
---	--	--------------	---	--

Signed off by	
Head Teacher:	Ruth Esplin
Date:	July 2023
Subject Leader:	A J Wilson
Date:	July 2023
Governor:	Karon Wittmann (on behalf of TLPS committee)
Date:	October 2023