

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



Details with regard to funding

Please complete the table below.

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| Total amount carried over from 2021/22 | £9164 |
| Total amount allocated for 2021/22 | £16386 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £0 |
| Total amount allocated for 2022/23 | £16450 |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023. | £ 16450 |

Swimming Data

Please report on your Swimming Data below.

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| 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 | 57% (5/9) |
| 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 | 57% (5/9) |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 100% (9/9) |

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| 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 |
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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.

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| Academic Year: 2022/23 | | Total fund allocated:£16450 | | Date Updated: July 23 | |
| Key indicator 1: The engagement of all 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: |
| | | | | | 46% |
| 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: |
| In order for children to participate in 30mins physical activity each day, we have continued to invest in more sports equipment for active break times and lunch times. | Audit of equipment and assessed their condition. Speak to staff and midday supervisors. Pupils and staff were questioned as to what equipment is most used/popular. Staff want to include resources for less-engaged children so ensured the resources meet their interests so made an effort to ask these children. | £656.47 Sports equipment for PE and playtimes inc. mixed equipment baskets. £98.97 rebound nets | Children have engaged with the rebounders at break using a variety of different size balls and incorporating football, netball and tennis/cricket. Equipment helped to run sports day and PE sessions during the year. | | Continue to ensure that there is a high quality range of equipment to use a break and dinner, and that PE is properly resourced. |

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| To encourage more active play, Coaches to deliver one sports club each week. | CR to speak with Sports Leaders and pupils to determine which sports would be enjoyed. CR to liase with NHLP about the focus of the clubs. These are to change regularly. Admin to monitor attendance of the clubs. | £1140 | Sports club has run throughout the year open to all year groups and has been well attended. | Continue to offer the after school sports club to all children next year. |
| To develop EYFS outdoor area to facilitate use of balance bikes and scooters during dinner times. | Discuss with EYFS team about resources and development of their areas. Area to be opened up to rear of mobile to provide a 'track' using tires to mark it out. Admin and JM to discuss prices and order equipment. Equipment to be ordered and installed. Staff to monitor usage. | £150 | EYFS area outdoors has been opened up to create a large track area. Children have used the balance bikes and scooters throughout the year at play and dinner times, engaging in active play. | Children will be able to use the track and expended EYFS area next year. Ensure that the balance bikes and scooters are in good working order. |
| To increase the physical activity for less active children by creating an outdoor performance space for children to use at break and lunch times. | CR to investigate pricing for the stage. | | Pricing for a performance area has been researched and materials costed at around £1800. This was deferred for another year and we will look for possible alternative sources of funding. | Look into making this a project for next year. |
| Forest school launch to provide outdoor learning and exploration with active sessions focused on teamwork, | HD to lead sessions beginning Spring term. | Part of £5632.80 | Forest school launched in Spring 2. This has been an overwhelming success and has quickly become a favoured | Forest school will be fully rolled out next year and will run throughout the year for specific year groups during specific |

| resilience and perseverance. | | | session of the week for many children. They have engaged in many different outdoor activities like den building, map making, scavenger hunts and are very enthusiastic about this aspect of learning. | terms. We will look to extend this offer to Riston Primary pupils. |
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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: |
| | | | | % |
| 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: |
| Link PE to other subjects to embed it across the curriculum. | Teachers to be reminded and consider this in their medium and short term planning. | N/A | The outdoor environment has been used to launch topics and the children have enjoyed theme days involving moving about and using the space we have, e.g. scavenger hunts, bug hunts, forest school. | Links to specific curriculum areas through forest schools will be mapped into the curriculum for next year. |
| Have regular awards for sporting progress and demonstration of core values of the school provided by coaches. | Weekly 'WOW' awards to be provided to coaches for various reasons. Teachers to inform choices for awards. | Part of £4650 | Children have been presented WOW awards by the coaches to celebrate their achievements during the week. | Continue this into next year. |

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| Celebrate sporting achievements outside school by discussing these on Friday Worship. | EG to remind staff and children to share their wider sporting achievements. Staff to allow children to share and discuss the achievement with peers to encourage more potential engagement. Staff to post achievements to raise the profile | N/A | Every celebration worship starts with a section for out of school awards, which we celebrate with the whole school. Examples of this include: dance, football, horse riding, bowling, martial arts. | This will continue to be the start of celebration worship next year. |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
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| | | | | % |
| 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: |
| Subject Lead support through termly network meetings, regular advice and sharing of information with the Ebor specialist. | Staff to attend Ebor network meetings. Read and respond to emails to explore opportunities. | £N/A | PE lead has had regular email contact with PE leads across the trust and has sought information regarding forest school. | Continue to engage with network meeting opportunities. |
| NHSP to plan and deliver high-quality lessons to increase staff knowledge and skills and the quality of lessons taught to children. | Book coaches Staff to observe and work with coaches Coaches to complete staff and pupil | £3762 | Coaches have delivered high-quality lessons to children. They have asked staff about areas for development and broadened the | Staff to work more closely in the planning process to embed assessment in PE. |

| Sports Partnership to offer workshops to develop all staff skills – Active 60 focus. | voice termly to inform future support for staff. | | understanding of staff. Staff have commented that they feel more confident about teaching PE because of this. | |
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| | CR to select menu of options and book training. | Part of £1695.60 | | Staff continue to take CPD opportunities through the partnership. |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 40% |
| 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 improve competency and skills whilst using scooters and being a safe pedestrian. | These are activities the children enjoy outside of school. So there is a need to ensure this was done safely. Admin to book lessons with agencies. Training to be delivered | Scooter training £14.00 Pedestrian training £38.00 | Children have used their scooter training and ride scooters safely in school. Children are allowed to leave their scooters in school and are encouraged to come to school on them where possible. | Children continue to bring scooters to school. Identify children who have not had this offer and repeat the training. |
| A wider selection of after-school clubs with the coaches to give all children more opportunities to experience a wider range of sports. | JM to plan with coaches, AC to monitor attendance and communication to parents by | Part of £1140 Part of £1378.18 | After school sports club has been well attended throughout the year by children from Y1 to Y6. This club has been popular and well | Continue the club next year. |

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| | devoting time each week to monitor and put information out to parents. | | attended. | |
| To review the residential provision for next academic year to ensure cost is kept to a minimum and as many children as possible can participate. | CR to investigate new residential visit options. | N/A | A new OAA center has been identified and enquiries are underway to secure a booking for next year. | Develop the cycle 2 units of work to include orienteering, which can be combine with forest school sessions. |
| Additional swimming lessons for Y3&5 children. | JC/AC to book lessons and transport Staff to arrange the trips to the swimming pool. | Lessons-£996.88 Transport-£400 | Teachers commented that the children's confidence and ability improved over the weeks. Some children had never been in water before so it was very beneficial for them, especially considering the close proximity to the beach. | Continue to assess the need for extra swimming sessions. |
| Forest School launch/role out. Children to develop problem solving and resilience skills. Working as part of small groups and teams, children cooperate and collaborate effectively and build leadership capacity. | HD to launch forest school sessions following curriculum development and set up over the Autumn term. | Part of £5632.80 £699 large lockable shed for equipment. £516.72 Resources for forest schools | Forest school launched in Spring 2. This has been an overwhelming success and has quickly become a favoured session of the week for many children. They have engaged in many different outdoor activities like den building, map making, scavenger hunts and are very | Full forest school role out next year. |

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| <p>HSLC to provide sessions for children in school as part of their outreach to feeder primary schools.</p> <p>Children to gain a better understanding of disability sports and provide children opportunity to participate in wheelchair based sports.</p> <p>Children to develop personal and social skills based around forest school sessions.</p> <p>The children will develop their OAA skills through the school's PE</p> | CR to liaise with MR (HSLC) to arrange sessions for Y3&4 children. | sessions N/A | enthusiastic about this aspect of learning. Teacher from Hornsea has run two cross country running sessions with Y3&4 during the year. He commented on how enthusiastic and keen the children were when participating. | Continue to access offers from Hornsea through the sports partnership. |
| | JM to arrange sessions for the whole school with Go Kids Go to run wheelchair sports sessions. | £250 | All children across the school took part in the wheelchair workshops, including dance and a wheelchair rugby style activity. Children enjoyed the workshop and have a better understanding of wheelchair sports. | Look to organize more opportunities for children to access diverse sports taster sessions. |
| | KS1 children to attend forest school sessions at Meaux. | £288 | Children from KS1 attended and enjoyed forest school sessions. | Develop more opportunities to access off site sports related activities. |
| | CR to review the OAA offer at KS2 and develop the curriculum provision and resources. | £217.54 Orienteering resources. | Children in KS2 have taken part in the first HT of new OAA. Children participated well and have developed their teamwork skills. | Orienteering activities to be included in cycle 2 of PE curriculum. |

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| curriculum offer of OAA Children will have opportunity to engage in cheerleading club. Cycle training provided to Y5/6 children. | AC to lead cheer club | £1577 £155.84 cheer uniforms and pompoms. | Cheer club has run throughout the year and has a good mix of both boys and girls. They have performed some of their routines to the whole school. | Cheer club to run again next year. |
| | KJ to organise dates. | £270 | All children passed stage 1 and 17/18 children passed stage 2 of cycling (road stage) | Continue to offer this to appropriate year groups. |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
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| | | | | 12% |
| 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: |
| Schools Sports Partnership membership to increase opportunities competitions. | Agree the service level agreement Attend cluster meetings Liaise with coordinators | £1965.50 £30 transport to swimming gala | Children have taken part in a variety of sporting competition as part of the Hornsea Hub. These have been KS2 focused events, which the children have enjoyed attending, including a swimming gala. | Take part in the Sports partnership next year. Develop competition between Sigglesthorne and Riston Primary |

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| Signed off by | |
| Head Teacher: | J Marsden |
| Date: | 20/7/2023 |
| Subject Leader: | C Roe |
| Date: | 20/7/2023 |
| Governor: | H Freeborn |
| Date: | 20/7/2023 |