

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	£0
Total amount allocated for 2021/22	£28,000
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19,000
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 19,000

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	68%
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	68%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A
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: 2023/24		Total fund allocated: 18,280	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: %
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:
PE lessons ensure 2 hours of PE for all year groups Equipment replaced for both Key Stage 1 and 2 (ongoing)	All staff have access to a range of PE equipment in all PE lessons and Get set for PE scheme	£5,000	The children are developing skills and recapping prior skills. This is due to slimming down the PE curriculum. To continue to monitor lessons in PE and ensure equipment is used.	PE equipment now located in hall. To continue to use PE curriculum for both Key Stages. Equipment to be replaced on a ½ termly basis. New equipment to be ordered linked with the ongoing scheme of work for September. Equipment located in hall and container. Continue to replace throughout the year.
To continue to use markings on the playground. These are to develop a range of activities, which can be accessed during curriculum time and at playtimes and lunchtimes.	Make all staff and pupils aware of the new playground markings and train up Key Stage 2 children to use with Key Stage 1 children (sports leaders)	£5,000	To continue with staff encouraging the use of all outside equipment and sports to be developed further over the year.	New markings will improve skills in basketball as new court to be introduced. Running markers around playground to be used in curriculum PE for both sprints and long distance. Each marker spaced around the outside of playground.

				New grids so small groups can access new activities at playtime and lunchtime. Basketball nets to be used alongside tennis nets and football goals. This will be ongoing. Due to developing our whole outside area some of the activities are now on the field(football)
To continue to improve the equipment for lunchtimes and dinnertimes. To build up a better range of activities and PE equipment for all Key Stages	Children in all Year groups will have equipment provided and replaced for individual and team games.	£3,000	Evidence was found from pupils voice and used to impact the next school year as we did this year.	Using pupil voice for PE to set up new sports. Continue to develop the outside areas throughout the year.

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:
To ensure quality PE across whole school. (Ongoing)	To make sure we continue with 2hrs PE across the whole school. To have 2 hours quality PE and extend time summer term using outdoor areas for competitions between year groups.	£3,000	To continue to use PE scheme (Get set for PE) to assist PE lessons. Ensuring those children with a particular talent are planned accordingly. To use those with PE as a strength to assist in coaching and leading in Key Stage 2.(in PE lessons) To continue to assess children with WTS, EXP and GDS.	Ongoing To give more opportunities to have inset and training to further develop knowledge and development. This will be achieved as well with continuing with scheme of work for PE. Get set for PE to be used throughout the year.

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Staff to target those children who find PE difficult and ensure small group activities.	To target children in fun quick activities.		Small after school sports club impacted on skills this year. To implement new clubs for all age groups (after school)	To set up sports clubs for all years Appleton is signed up for Active schools. We will take part in more afterschool and curriculum time sports and competitions. To continue our links with Wyke.
To ensure quality PE across whole school. (Ongoing)	To continue to implement the new scheme of work and long term plan for PE. Get Set for PE. Year 1-end of Year 6. To achieve progression throughout the school.		To continue to evaluate the scheme of work. Continue to observe lessons to see implementation of video clips and lesson plans.	To give more opportunities to have CPD and training to further develop knowledge and development. This will be achieved as well with the new scheme of work for PE. The new PE scheme is going well. We have slimmed down the activities so more achievable. This will ensure building of new skills and progression.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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 invite specialist coaching staff to deliver curriculum and after school clubs.	Staff to work alongside P.E Specialists to strengthen their knowledge and confidence for teaching P.E	£3,000	To continue to use PE coaches from outside agencies to assist in influencing key skills across the Key Stages.	To use PE coaches linked to basketball, rugby ,street games, tennis,dance ,badminton and football. To strengthen links with Hull KR for Key Stage 2. To continue to work with Flex Dance and Wyke and use their facilities. All year groups will take part in competitions through Active schools both within school curriculum time and after school
Key indicator 4: Broader experience of a range of sports and activities offered 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:
Additional achievements: (In the future) Additional equipment to provide a variety of extra-curricular clubs. Quality links with outside agencies (basketball, dance, football,tennis,cricketl Etc.) Including competitions with schools	To continue to contact new agencies and incorporate these into both curriculum and after school clubs. To have activities for younger children in Foundation Stage. Continue to use Wyke volunteers and visits to both Kelvin Hall and	£4,000	To arrange outside agencies to come in to school. To develop a range of lunchtime and after school clubs. To arrange for HFC to come into school during curriculum PE.	Continue with these clubs and look at carrying out further pupil voice surveys to find out further clubs and interests. To have outside agencies work alongside Foundation Stage. To plan competitions between schools in the MAT.

on a regular basis both in curriculum time and after school.	Wyke to support specialist coaching and PE Co-coordinator			Making as many links as possible with Wyke and Hull KR and clubs within our catchment area. Links with competitions in Active Schools.
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Key indicator 5: Increased participation in competitive 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:
School focus with clarity on intended impact on pupils: In the future Provide transport for travel to competitions. To arrange competitions within the MAT	Make links with local transport providers. To arrange as many out of school competitions throughout the year in a range of subjects and sports.	£	Children will be able to access competitions with transport provided.	To continue to fulfil remaining competitive fixtures. Attending future competitions linked to Active schools. With the support of our MAT schools we should be able to travel to more competitions across Hull. We are going to attend activities in the future which we can walk to. Active +, Hull University and YP1

Signed off by Sarah Bowman

Head Teacher:	Mary Langton
Date:	19.7.2023
Subject Leader:	Sarah Bowman
Date:	19.7.2023
Governor:	
Date:	