

The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated April 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 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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Total amount carried over from 2021/22	£ 8165
Total amount allocated for 2021/22	£ 17730
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0.00
Total amount allocated for 2022/23	£ 17, 770
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£17, 770

<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 2022.</p> <p>Please see note above</p>	88%
<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>	86%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	86%
<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

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Academic Year:	Total fund allocated:	Date Updated:		
<p>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</p>			<p>Percentage of total allocation: 50%</p>	
Intent	Implementation		Impact	
<p>2 x 1 hour PE Sessions each week for all children in school (Reception- Year 6)</p> <ul style="list-style-type: none"> ● Educate children to the value and benefits of a healthy active lifestyle ● Ensure our high quality PE and school sport offer develops competent and confident movers with the aim of inspiring lifelong participation in physical activity. ● Use active lessons to increase physical activity levels and learning. (active maths) ● Target priority groups - Pupil Premium/ SEND/inactive children. ● To support children’s physical and mental well-being, improved levels of concentration as well as physical fitness- changes to the daily routine (given timetable constraints for outside due to staggered breaks) 	<p>Through PE lessons and sport, ensure our children understand the role of movement in the development of their own physical literacy, fitness and wellbeing.</p> <p>Further CPD from sports specialists and School sport partnerships (YSSP) to broaden subject knowledge of PE and sport teaching. Purchase of essential equipment and resources to enable a wide variety of sports to be taught effectively.</p> <p>All classes to engage children in active breaks in or between lessons to increase regular physical activity (twice weekly). Whole school sports day took place at the end of June 2022, (The sports days took place on 1 day run by our sports specialist which also included our year 6 children and sports leaders who helped run reception and key stage 1 sports day. The school also ran Intercoloured house sporting tournaments/competitions</p>	<p>Funding Allocated:</p> <p>£1500 for P.E equipment and resources £1000 after school play equipment</p> <p>£10,000 hour per week of TR PE and 1 hour of sports coach per week</p>	<p>Positive attitudes to health and well-being Pupil concentration, commitment, self-esteem and behaviour</p> <p>YSSP and sports specialists have provided the school with links so each class can access active PE sessions on youtube and Koboca to ensure children at home are still accessing a broad and balanced PE curriculum (continued since covid)</p> <p>Children take part in regular active breaks throughout the day</p>	<p>Monitor physical activity levels to ensure ALL classes meet the government guidelines of at least 30 minutes a day for each child in school time.</p> <p>Enable staff to be able to offer and teach a wide range of sport within their PE sessions with confidence</p> <p>PE lead to monitor impact of Koboca sessions across the school – complete staff and pupil voice for Koboca.</p> <p>Review training needs for midday supervisors going through games and rules to help run an effective play/lunch times. Training took place in summer term with MDS to use all new equipment</p> <p>possibly a greater</p>

<ul style="list-style-type: none"> ●To keep the children engaged during the school day- regular, cross-curricular physical activity breaks throughout the day were used (active breaks and mental health and wellbeing), to get children moving particularly during a time when they are seated in rows. (Koboca) ●All children are encouraged to increase their fitness through inter- colour house competitions. 	<p>throughout the year, for all children, ie: Women's Football (World cup in Australia & New Zealand 2023), Cricket to coincide with the Ashes against Australia 2023.</p>			<p>emphasis on early intervention in EYFS to develop positive attitudes to sport, health and exercise.</p> <p>Gain further pupil opinion, through surveys and School Council on what games and equipment will increase motivation and participation</p>
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation:</p>
	<p>15%</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>
<ul style="list-style-type: none"> ● Use PE and sport to enable the development of life skills that are transferred to other curriculum areas, wider school and beyond. ●Use PE and sport to develop the 	<ul style="list-style-type: none"> ●Dedicated section in assembly to promote upcoming sporting events and to celebrate sporting achievements ●Tweets, photos on newsletter and website of all sporting events 	<p>£800 Extra curricular clubs Coach/PE teacher 2693 Swimming(@Yearsley</p>	<ul style="list-style-type: none"> ●Parental feedback highlights an understanding of the importance of the PE curriculum ●Pupil and parent voice indicate awareness of sporting 	<ul style="list-style-type: none"> ●Sports coaches to invite parents in to participate in a Haxby Road PE lesson with their children ●technology in year 5 and 6 to analyse technique and

<p>whole person including thinking, social and personal skills</p> <ul style="list-style-type: none"> ●Use PE teaching to aid fine and gross motor skill development ●Use sporting role models used to engage and raise achievement i.e-Sport leaders <p>inspirational athletes to do whole class assemblies and workshops.</p> <ul style="list-style-type: none"> ●Ensure PE and school sport is visible in the school (assemblies, notice boards, school website, local press, pupil reward and recognition of pupils) - High quality PE lessons delivered during curriculum time. ●To deliver the Sports Leader Programme throughout the school, engaging and facilitating pupils' ability to take responsibility for their learning and delivering of physical activities to the rest of the school. ●Upcoming sports events to be discussed in school assemblies to generate excitement around future sporting competitions and programmes including - York dance space created whole school dance Performance for parents. 	<ul style="list-style-type: none"> ●To develop parents' understanding of the benefits of PE in our curriculum <p>created whole school dance Performance for parents to watch from reception to year 6 whole school engagement</p>	<p>baths) £1,396</p>	<p>achievements</p> <ul style="list-style-type: none"> ●Sense of belonging ●inclusive for all ●inspiring for all (children and parents involved) 	<p>principles of specific sports</p>
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<ul style="list-style-type: none"> Each class performed their very own dance routine linked to our whole school topic ('let's fly a kite') and performed the dance to parents on the school field. 				
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:
<ul style="list-style-type: none"> To provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across our school 	<ul style="list-style-type: none"> As a school we contribute funding to sustain the School Sport Partnership which provides the following opportunities: <ul style="list-style-type: none"> Additional competitions outside of the School Games programme PE Lead meetings Outdoor game activities Sports Awards 	York dance CPD £250 Staffing CPD	<ul style="list-style-type: none"> Personal development (physical skills, thinking skills, social skills and personal skills). Attainment and achievement, behaviour and attendance. PE physical activity and school sport have a high profile and are celebrated across school 	Further professional learning opportunities for staff who request it e.g. peer observations <ul style="list-style-type: none"> Develop PE subject leader networks/P.E lead meetings with colleagues through our other Ebor academy schools to encourage the sharing of good practice.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total

			allocation:
			10%
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>
<ul style="list-style-type: none"> ● Provide opportunities to take part in a diverse range of school sports through extra-curricular clubs, competitions and events. - Continue to offer additional extracurricular opportunities for all pupils to take part in physical activity and sport Providing additional links to Community Sports Clubs - Children participate in festivals/tournaments ● Increase opportunities for KS1 children Continue to develop relationships with community coaches so a broad and wide range of activities can be offered to all age groups ● Provide opportunities for children with SEND, the least confident and the least active to attend exciting, varied and a new range of activities through the school sport 	<ul style="list-style-type: none"> ● Provide opportunities for children with SEND, the least confident and the least active to attend exciting, varied and a new range of activities through the school sport partnership. - Review extra-curricular activities ● coaches to provide age and stage appropriate extracurricular sporting opportunities and to improve sports skills in children through increased opportunities in school ● To keep the PE noticeboard up-to-date range of clubs currently on offer (changeable throughout the year) - Pupils to take photos of themselves in 'the clothing they wear when taking part in their favourite activities and/or sports for noticeboard 	<p>York dance space</p> <p>6 Half day sessions Dance in the curriculum (year 1&2) plus one full day working with the school on a whole school performance</p> <p>£600</p>	  <p><i>"I really enjoyed the Brownlee Triathlon, I have never done anything like that before!"</i></p>  <ul style="list-style-type: none"> ● Improved behaviour and attendance and reduction of low level disruption ● Increased pupil awareness of opportunities available in the community ● improved physical, technical, tactical and mental understanding of a range of sports ● Developed wider life skills which build on from the PE lessons, i.e. communication, teamwork, fair play and leadership Coaches signposting children to community sessions. Evidence includes - Curriculum map, Inclusive health check, Registers of

<p>partnership. - Review extra-curricular activities</p> <ul style="list-style-type: none"> ●coaches to provide age and stage appropriate extracurricular sporting opportunities and to improve sports skills in children through increased opportunities in school <ul style="list-style-type: none"> ● All of Key stage 2 to be offered the chance to take part in Rackets Cubed ●To keep the PE noticeboard up-to-date range of clubs currently on offer (changeable throughout the year) 		<p>£175 (Termly)</p>	<p><i>“The venue was amazing! My favourite discipline was riding the bikes around the track”</i></p> <p>Using an aspirational venue (York St Johns university)</p>  <ul style="list-style-type: none"> ● <i>Year 5 physical fitness - 79% improved overall physical fitness during the rackets cubed programme</i> ● <i>Social and Mental health - All boys and girls felt more confident about doing sport after participating.</i> 	<p>participation, Extra-curricular data</p> <ul style="list-style-type: none"> ●Develop links with local sporting clubs and bodies ● Enhancing the long term achievement in children through rackets sports, education and nutrition
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“ I’ve learnt so much while at rackets cubed, working on how to serve and improving my forehead- the facilities are amazing to play tennis in!”



“The Stem sessions are fun and it’s really helping me with my maths too! “

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Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			15%
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:
<ul style="list-style-type: none"> ● Provide opportunities for all children to challenge themselves through both intra and inter school sport where the children's motivation, resilience ,competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome. ● Increased participation in School Games competitions. Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events. ● Enter external events to give pupils the opportunity to compete against other schools ● Investigate further use of virtual inter house competitions/ children leading own events <ul style="list-style-type: none"> ● Purchased York School Sports Partnership (YSSP) to all the competitions in the 	<p>Engage more staff/ parents/ volunteers and young leaders to support attendance at competitions.</p> <ul style="list-style-type: none"> ●Use external coaches to run competitions to increase pupils' participation. ●Identify a set number of competitions/events to provide transport to. ●Ensure pupils get the opportunity to take part in local competitive leagues, tournaments and festivals. ●Regular (termly), intra-house sports competitions for pupils across different sports. <p>Attend meetings and develop competitions for ALL age groups.</p> <ul style="list-style-type: none"> ●Organising and facilitating a number of tournaments ●Year 1-6 experienced a range of 	<p>£500 Sports Day resources</p> <p>£ 3376 YSSP</p> <p>£1000 Minibus contribution for sporting events/inspirational trips</p> <p>£600 Fuel</p>	<ul style="list-style-type: none"> ●Vast majority of KS2 pupils participated in the inter-house competitions. ●Sports day set up, participated in and enjoyed by ALL pupils. ●Fixture results to be published in Newsletters Evidence includes ●School Games Mark which we received GOLD for the first time - Competition/ events calendar - Photos displayed at school. <div style="text-align: center;">  <p>A circular gold medal with a scalloped edge. The text on the medal reads 'SCHOOL GAMES' at the top, 'GOLD' in the center, and '2022/23' at the bottom.</p> </div> <ul style="list-style-type: none"> ●School Games mark -This year we were awarded with the Gold again, something we are incredibly proud of. One of the many ways we have used the sports funding at Haxby Road to help to achieve this accolade. 	

York area to provide all pupils with as much opportunity to compete in a range of sporting events.

competitions outside of school as well as intra competitions



"I really enjoyed being part of the girls football team, travelling round to different schools and competing in competitions with my teammates, I learnt so much about being a team player and roles of a footballer"

- Successfully managed five football teams from year 3 - 6 (boys & Girls)the most we have ever assembled.)
- The year 5 / 6 girls winning The York Girls Tournament at the York City Training Ground.
- Pupil voice shows that the children enjoy participating in a wide

			<p>range of activities during playtime and afterschool</p> <ul style="list-style-type: none"> ●A higher number of children across the whole participating in physical activities after school. ● year 3 & 4 sports club 61% of children have attended at least one sports club this year. ● In year 1&2 58% attended at least one afterschool sports club. 	
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Signed off by	
Head Teacher:	L. Robinson
Date:	7.7.2023
Subject Leader:	T.Robinson
Date:	6/07/2023
Governor:	
Date:	