

The Primary PE and Sport Premium

Planning, reporting and evaluating website tool Updated May 2023

Commissioned by

Department for Education

Created by





respective roles and perform these in a way that enhances the effectiveness of the school' makes clear there will be a focus on 'whether leaders and those responsible for governors all understand their It is important that your grant is used effectively and based on school need. The Education Inspection Framework

Under the Quality of Education judgement, Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, teaching (pedagogy) and assessment

Impact - Attainment and progress

three headings which should make your plans easily transferable between working documents To assist schools with common transferable language, this template has been developed to utilise the same

PE and sport premium to: 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

- Develop or add to the PESSPA activities that your school already offers
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- budget should fund these The Primary PE and sport premium should not be used to fund capital spend projects; the school's

guidance, including the 5 key indicators across which schools should demonstrate an improvement. This $temp late \ as \ an \ effective \ way of meeting the \ reporting \ requirements \ of the \ Primary \ PE \ and \ Sport \ Premium.$ document will help you to review your provision and to report your spend. DfE encourages schools to use this Please visit https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools for the revised DfE

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

as well as on the impact it has on pupils' PE and sport participation and attainment Schools are required to publish details of how they spend this funding, including any underspend from 2021/2022

copy must be posted on your website by the end of the academic year and no later than the 31 July 2023 your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final We recommend regularly updating the table and publishing it on your website throughout the year. This evidences

Please complete the table below.

| Total amount carried over from 2021/22 | £915.98 |
|--|------------|
| | £17,595.98 |
| How much (if any) do you intend to carry over from this total fund into 2023/24? | £0 |
| | £17,595.98 |
| Total amount of funding for 2022/23 to be reported on by 31st July 2023 | £ £23,350 |
| | |

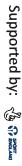
Swimming Data

Please report on your Swimming Data below.

| Yes/No | 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? |
|--------|---|
| 25% | What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? |
| 25% | 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 |
| | 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. Please see note above |
| 25% | What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at |
| | N.B. Complete this section as best you can. 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 |
| | Meeting national curriculum requirements for swimming and water safety. |









evidence of impact that you intend to measure to evaluate for pupils today and for the future. Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and

| Academic Vers: 2022/22 | Total fund allocated: | Date Undated | | |
|---|---|------------------|---|------------------------------------|
| Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport | knowledge and skills of all staff in tea | ching PE and spo | ort | Percentage of total allocation: |
| | | | | 3.2% |
| Intent | Implementation | | Impact | |
| Your school focus should be clear on | Make sure your actions to achieve | Funding | Evidence of impact: | Sustainability and suggested |
| what you want the pupils to know | are linked to your intentions: | allocated: | What do pupils now know | next steps: |
| and be able to do. What do they | | | and what can they now do? | |
| need to learn and to consolidate | | | What has changed? | × |
| through practice: | | | | |
| Target least active children to take part | PE curriculum team to identify least | | Impact to be monitored throughout | Encouraging an active life and to |
| in intervention sessions. Create fun | active children through observations | | the year and reported on termly. To keep healthy in and out of school | keep healthy in and out of school. |
| sessions to promote physical activity and and communicated with wider staff. | and communicated with wider staff. | | ask the children what exercise they | |
| healthy eating/cooking. | | | are enjoying and to encourage | Celebrate all achievements |
| | Staff to deliver intervention sessions. | | keeping active. | |
| | Which can be done in a small team, | £800 | | |
| | individually, during play/dinner times or | • | | |
| | as a class. | | | |
| | Moki bands to be bought | | | |
| Ensure children have solid skill | Implement progressive skills in the | h D | Children making solid progress in | To discuss the progression in |
| progression across classes over the | classroom, lessons and outside to | 70 | their mastery of physical (plus | their RAPP meetings and for SLT |
| 4 | support the Curriculum Map. Staff to | | cognitive, social, team etc) skills. | to observe some PE lessons |
| is suitable to their abilities and needs. | follow the Curriculum mapping to | | Staff able to ensure teaching | during the year. |
| | deliver lessons linked to plans and | | delivers progress and able to | |
| | provide an individual approach to | | identify next steps for stretch | |
| | ensure all children can achieve a | | and challenge and to provide | |
| | desired outcome appropriate to their | | appropriate lesson to children with | |
| | abilities. Ensure equipment is available | • | limited movements/cognition. | |
| | to meet classes lesson plans. | | | |
| | | | | |









| Ensure staff have access to a range Subject leader to create an online and variety of resources to help deliver 60 active minutes through the school's, 'Active' approach. To the school's, 'Active' approach. The school's approach. The school's approach. The school's approach. The school approach approach. The school approach approach approach. The school approach appr | vledge and all staff portance of 60 nd how this can be h class. | Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice: | Intent | Key indicator 2: 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 | |
|--|---|--|----------------|--|--|
| Subject leader to create an online resource that can be accessed by all staff on staff shared – Active moments. | Subject leader and SLT to advocate the importance of keeping children active. Subject leader to deliver staff training to school and LI network with ideas and share knowledge. Subject leader to work with RESSP to share best practise and implement new ideas throughout | Make sure your actions to achieve are linked to your intentions: | Implementation | pupils in regular physical activity – Chir t 30 minutes of physical activity a day ir | |
| £1400 | £0 | Funding allocated: | | ef Medical Office n school | |
| Staff have increased confidence and competence delivering active lessons and creating active opportunities. | Staff have the knowledge and understanding of why children should be active and that it links to their educational achievements, health, physical development, and mental wellbeing. | Evidence of impact: What do pupils now know and what can they now do? What has changed? | Impact | rs' guidelines recommend that | |
| Replenish equipment and provide stimulating resources and opportunities for all learners. | Regularly informing of new resources and ideas of what teachers can do to implement 60 active minutes within the school day. Possibly write an article for the newsletter about what the children enjoy about active moments and lessons. | Sustainability and suggested next steps: | | Percentage of total allocation: 6% | |

















| | deliver 3 x 10 active moments and New ideas to be added throughout utilise break and dinner times. RESSP. |
|---|--|
| | New ideas to be added throughout the year with support from RESSP. |
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| | Understanding this will look different for all classes. |
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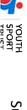
| Key indicator 3: The profile of PE and | Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement | tool for whole sc | hool improvement | Percentage of total allocation: |
|--|---|---|--|---|
| | | | | 13.7% |
| Intent | Implementation | | Impact | |
| Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice: | | Funding allocated: | Evidence of impact: What do pupils now know and what can they now do? What has changed? | Sustainability and suggested next steps: |
| Increased participation in PE lead to plan which class can competitive sports and working withwould benefit from attending other schools specific PE events including the provided by RESSP, Panathlor LS/CH/NM/GA Lead Inclusion. | n nose | £2250 - School sports partnership | Children being part of the wider world and taking part on competitive sports as well as festivals. To enjoy being around them to discuss what events other schools and building wider relationships. | Keep a working relationship with the School sports partnership and liaise with them to discuss what events are suitable for our learners. |

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| Swim team to change the boards termly to celebrate different events and achievements. | en to identify themselves eir peers on the display and enjoy celebrating hey have achieved and enced in the pool. | 0 | Display boards to celebrate children's achievement and what they have been experiencing in the hydro pool. Children making pictures and resources to be displayed in the pool. | Swim board to celebrate children enjoying and participating in the pool. PM/LH/KB |
|--|--|--|---|---|
| Swim team to link with the themes celebrated throughout the year. | Children to be interested and stimulated by new resources and items while experiencing a multi-sensory experience in the hydrotherapy pool. Which also encompasses a cross curriculum theme. | £200 | To buy resources linked to each theme and celebrate events happening throughout the year with a cross curriculum theme | Swimming - Themed week The swim team to provide exciting and stimulating themes for hydrotherapy with resources and items in and around the pool. PM/LH/KB |
| Develop this into having a MATP development day and invite parents in to celebrate their child's achievements. | Children to feel a part of the school and being able to achieve MATP development day and for a sporting ability. For the whole school to celebrate the children's abilities. | 0 | To reward children for going in their standing frames, walkers, and individual achievements relating to their MATP or physio targets. | To celebrate the PMLD PE achievements through their physiotherapy and MATP targets. PMa/NJ |
| | To celebrate their achievements throughout the year. Certificates and awards to be given out. | End of year achievement with school sports partnership | Staff to incorporate PE during play and dinner times. Staff to encourage all physical activity. | Celebrate and promote sports across the school and celebrate individuals as well as class achievements. Staff on duty |

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school to come together and

End of year celebration the whole

The school sports partnership to

£ 750

July 12th 2023 children have made in PE and

to enjoy the achievement all Whole school to come together

celebrate with the colour run

competitive events. Then

come into school and award

celebrate their sporting

achievements.

6S and AJ- Upper school

LS and KS-Lower school

Website

Newsletters

the website and in the newsletters Celebrate all sports and events on

for contributions for their

their achievements with their Children to enjoy celebrating

PE team to email teachers to ask

sporting events and competitions

to make sports pages for the they have taken part in. PE team

the website.

through the newsletter or on barents/family by looking

school to share the children's

communication across the

accomplishments.

the achievement and provide

Work as a team to celebrate

contributions and pictures from

the events.

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website using teacher's

then upload these events onto the newsletter to be published. NJ to nominations for awards - NJ All teachers to complete form of

celebration.

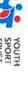
achieved over the year. Followed children achievements they have

by the Colour run as a form of









Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils

Intent

Implementation

Impact

76%

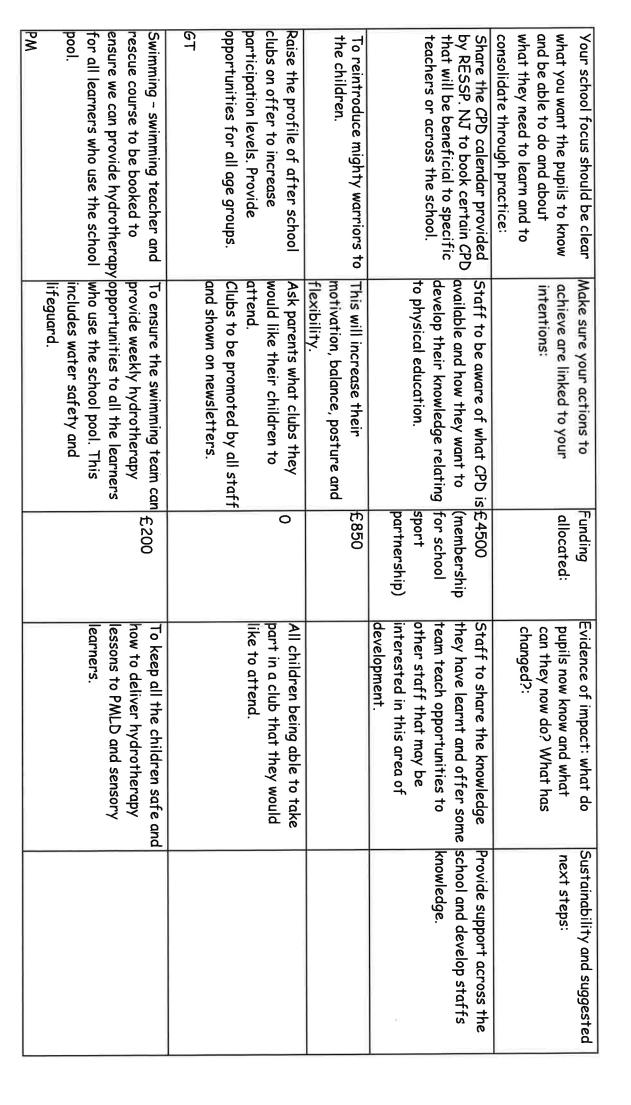
Percentage of total allocation:









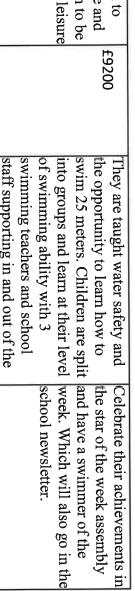


COACHING









| Enhance the rebound space and train staff in how to provide effective rebound therapy to all the learners and how to differentiate. | Swimming provided in a larger pool to Timetable certain children in to access Redcar Leisure Centre as who have learnt the foundations of swimming in our sensory pool. Swimming provided in a larger pool to Timetable certain children in to access Redcar Leisure Centre as provide transport to and from the leicentre. |
|---|--|
| Rebound training for 16 staff to enhance our learning opportunities and to allow staff to teach children how to use the trampolines safely. | Timetable certain children in to access Redcar Leisure Centre and provide transport for children to be transported too and from the leisure centre. |
| £3000 | £9200 |
| Children have the opportunity to go on the trampoline for rebound therapy. | They are taught water safety and the opportunity to learn how to swim 25 meters. Children are split into groups and learn at their level of swimming ability with 3 swimming teachers and school staff supporting in and out of the pool. Celebrate their achievements in the star of the week assembly and have a swimmer of the school newsletter. |
| Look at providing a coach so we can assess effectively and meet the childrens needs. | Celebrate their achievements in the star of the week assembly and have a swimmer of the week. Which will also go in the school newsletter. |

| Key indicator 5: Increased participation in competitive sport | n in competitive sport | | | Percentage of total allocation: |
|--|-----------------------------------|------------|--------------------------------|---------------------------------|
| | | | | 0.8% |
| Intent | Implementation | | Impact | |
| Your school focus should be clear on Make sure your actions to achieve Funding | Make sure your actions to achieve | Funding | Evidence of impact: | Sustainability and suggested |
| what you want the pupils to know | are linked to your intentions: | allocated: | What do pupils now know and | next steps: |
| and be able to do. What do they | | | what can they now do? What has | |
| need to learn and to consolidate | | | changed? | |
| through practice: | | | | |

total allocation:

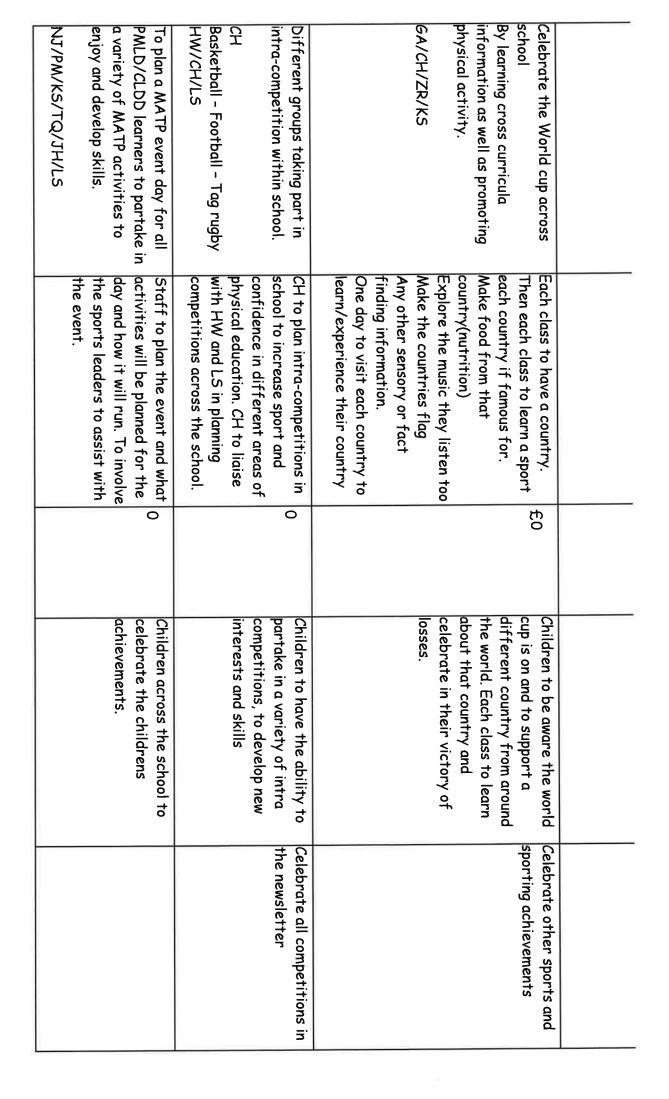
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Date:

Governor:

Date:

Date:

26

Subject Leader:

Head Teacher:

| | PM/LH/KB celebration in the pool. | fun session experiencing a | id of summer | Spring - End of April competition. | hin World cup weeks | | Intra – competition for swimming Once a term to | |
|--|-----------------------------------|----------------------------|------------------------------|------------------------------------|--------------------------------|----------------------------------|---|--|
| | the pool. | periencing a | PMLD/CLDD learners to have a | | experience racing and friendly | competition for all children to | Once a term to hold a swimming f.200 | |
| | | | | | | and have tun with their triends. | Children to enjoy competitions | |
| | | | | | | | | |