

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](#).





Spa Academy Askern

| | |
|---|---------|
| Total amount carried over from 2021/22 | £0 |
| Total amount allocated for 2021/22 | £18,440 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £0 |
| Total amount allocated for 2022/23 | £18,540 |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023. | £18,540 |

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 2023. Please see note above | 84% |
| 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 | 72% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 72% |
| 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/ 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: 44.6% (£8278) |
| 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: |
| Daily physical activities utilized across the school at break times and lunchtimes | Physical activity promoted with all pupils as well as specifically targeted pupils. Playground leaders to be trained in Year 6 to support the organisation and delivery of physical lunchtime activities across school | HLTA lead at lunchtimes £1000 CPD for staff £200 Additional Leger staff Costs (coaches) £7078 | Physical activity is now embedded into the school day. Pupil voice shows that pupils are increasingly enjoying playtimes and lunchtimes through a wider range of physical activities. Reduction in behavioral issues at social times. | Build physical activity into additional parts of the school day. PE and ASPIRE lead to collaborate on this. Sport leaders are trained to support at lunchtimes and at events. | |
| Extra Curricular offer improved for all pupils | Increased offer within the school day and after school to appeal to a wider range of pupils. Pupil voice to determine a wider range of activities. | Leger Sports Coaches (included above). | Increase of over 90% taking part in extra-curricular activities from 2021/22. Parent surveys show an increase in parents agreeing that school provide a wide range of opportunities for their child. Involvement of all teaching staff in additional activities out of school hours | Increase in activities provided by outside agencies. Trust to provide an optional CPD package for 2023-4 that will be available to purchase as modules. | |
| Leger Sport Challenges, such as activity Bingo used to engage all pupils in additional physical activity. | Autumn Term 2022 | Part of Leger offer (included above) | Involvement of all pupils and staff in a wide range of additional activities. Competitive element with other schools in the trust engaged pupils. | Request to Leger Sport team to continue in 2023-24 | |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: 7.3% (£1350) |
|---|--|--|--|--|
| 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 to attend an increased number of competitive sporting events through partnership with Leger Education Trust and other external providers | Competitions map to be created, timetabling events across the academic year. Ensure that pupils are aware of the competitions and motivate them to participate. Increase funding for transport to enable more pupils to access more events. | £1000 for sport participation at competitions (to include transport costs) | An increased number of pupils have participated in sporting events (see venn diagrams). This includes the most vulnerable pupils. Positive impact of social, emotional and behaviour aspects of education through new friendships being formed and a team work ethic. | Additional and varied opportunities identified. |
| Awards assemblies every Friday to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in the assemblies. End of Year Awards and celebrations. | Achievements celebrated in assemblies (Competition results, Stars of the week in PE, Outer school sports achievements) Development of a "Sporting Achievements" notice board with trophies, medals, certificates and photographs. Tweets for parents and the community | Prizes and resources £150 | All pupils, who want to be involved, at some point in the year have taken part in assembly. | |
| Raise the profile of PE in school, raise aspirations and introduce new sports to our PE provision and afterschool clubs. | PE Lead to attend PE Trust network and to work closely with the Leger coaches to introduce children to new sports. PE Lead to audit resources needed for both PE lessons and after-school clubs. | Part of Leger Sport Package (see indicator 1) | Track the pupils participating in after-school clubs and competitions. | Review the extra-curricular clubs provided. Respond to pupil voice. Introduce Pupil Passports to all pupils to raise profile of sport and encourage the children to set their own milestones. |
| Ensure that there is consistency in PE kit for all | PE Kit with logo to be purchased for disadvantaged children. Pumps and trainers available if not provided by families | £200 for PE kits | All children feel confident to participate in PE- all appropriately dressed. | Continue to ensure that there is consistency in PE kit for all pupils. Continue to communicate with parents about the importance of PE kit. |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|---|--|--|--|
| | | | | 10.6% (£1960) |
| 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: |
| Specialist coaches to support school sport and physical education. Team teach lessons to share good practice and ensure lessons are predominantly active with minimal passive time. | Key staff to receive support for at least half a term of the academic year in an activity of weakness | Leger Sport Coaches (part of total costs – see indicator 1) | Improved engagement and participation. Increased staff confidence in delivery. | Roll out to other sport provision |
| Ensure all teaching staff receive high quality training and CPD to raise subject knowledge and confidence in teaching physical education so that the quality of teaching is of a high standard. | Training to be accessed for PE Lead and all teachers. PE Lead to attend Pyramid meetings and CPD sessions. PE Leads across the Trust to work closely together to share expertise and good practice. | Continued Real PE CPD/ Membership £1200 Release for E Towner/C White to lead and attend training £380 | Development of staff confidence, competence and sustainability to deliver high quality PE. The quality of all PE lessons is at least good. Good practice is shared and feedback sought which drives the effective development of PE. Coaching by PE Lead has positive impact on pace, creativity, inclusion, use of resources and effective use of support staff who are now willing to run mini activities within a lesson and become fully involved in lessons. | Continue to invest in Real PE, particularly for new staff. Review CPD needs of staff following monitoring opportunities PE Lead to attend PE Conference to keep up to date with the latest thinking and developments. CPD for TAs to join Leger Sport Leaders and then use skills learnt during lunchtime activities. |
| All support staff to be confident to provide physical activities and sport to pupils at lunchtimes | A nominated HLTA to organise playgrounds and lead and develop play ambassadors. Named support staff work with play ambassadors to organise sporting activities at lunchtimes. Training given to all TAs to build confidence in running playtime activities. | £380 for release time for CPD | Improved engagement and participation. Increased staff confidence in delivery. | |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: 24.8% (£4600) |
|--|---|--------------------------------------|--|--|
| 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: |
| Build pupils self esteem in line with ASPIRE strategy and develop opportunities for building confidence, resilience and teamwork. | Commando Joe CPD and Resource package purchased and implemented into weekly teaching. | £3000 for full package and resources | Pupils have received weekly sessions that have helped build team skills as well as pupils resilience and determination to succeed. | Continue to deliver sessions but to also use as a tool to identify pupils for additional support and intervention. |
| Additional sport experiences on offer to each year group: <ul style="list-style-type: none"> Team Building challenges through commando Joe – Y3 Forest School Experience – Y4 Climbing Experience - PGL - Y5 Ski Experience – Y6 | Introduce new sports and activities | Y3&4 - £200 Y5&6 - £500 | Pupil interest and engagement in new activities showing resilience and risk taking. | Sports embedded into the experiences that pupils experiences during their time at Spa. |
| Develop resilient, confident, independent and creative learners through implementing a varied range of extra-curricular activities | Identify pupil interests through pupil voice and develop a carefully matched timetable of extra-curricular activities. Identify teacher interests and skills through staff audit, carefully matching these to designated clubs to ensure they are of the highest quality. Raise the profile of extracurricular activities through regular updates to parents and promotion via the school's Twitter account | £900 for resources | Venn Diagrams! Track the Pupil Premium children who are attending and the level of overall attendance which is a good indicator regarding the pupils' engagement with the club | Continue to buy into Leger Sport package which includes an afterschool club. Through directed time allocation, all staff to deliver a club for a term in 2022-23. Extend this to additional opportunities provided by TAs |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|---|--|--|---|
| | | | | 12.7% (£2350) |
| 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: |
| Provide pupils with opportunities to participate in local sports competitions. Children will be able to attend intersports competitions organised by Leger Sport. | <p>Leger Sport coaches to organise and plan the Leger competition calendar 2021-2022- range of different sports identified. Transport to be provided by Leger Trust. External Sports Coach employed to prepare children for inter-school competitions.</p> <p>Pupils attend an inter-school competition/event half-termly. Register kept of pupils who have attended competitions to ensure 100% participation across the year.</p> <p>Assembly recognition of outside school achievements "Magic moments". Sports Days to be organised by the Leger Trust coaches.</p> | <p>Leger Sport package included in Indicator 1</p> <p>Awards and prizes £250</p> <p>Sport and competition clothing with Spa Logo £1200</p> <p>Release time for staff to take pupils to competitions £900</p> | <p>Photographic evidence of children participating shared with parents via website and Twitter feed.</p> <p>Pupils recognise the wider benefits of participating in sport and consider it an important part of their development. The extra-curricular sport provision is of high quality and delivered safely by school staff and quality assured coaches.</p> <p>Pupils want to receive recognition for sporting achievements and being active outside school.</p> | <p>Increase range of participation. Sporting achievements on weekly parents' newsletters and include on school displays.</p> <p>Trust collaboration provides opportunities for all KS2 pupils to compete and visit other schools.</p> |

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| Signed off by | |
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| Date: | 28.06.23 |
| Subject Leader: | Emma Towner |
| Date: | 28.06.23 |
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