

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: Plan: 2023/24

Total amount carried over from 2022/23	£0
Total amount allocated for 2022/23	£18,540
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2023/24	£
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£

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	87%
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	83%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	87%
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

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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.

Academic Year: 2023/24		Total fund allocated:		Date Updated:		
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: % (£8400)	
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?:	
All pupils engaging in 2 hours of quality, active, physical activity each week.		<p>Leger Sport PE curriculum. Inclusive PE programme covering ABCs and fundamental movement skills in 13 different sports. Leger Sport coaches apply teaching methods to for all abilities and SEND with a focus on</p> <p>Physical & Cognitive Development –</p> <ul style="list-style-type: none"> Gross motor skills Fine motor skills Fundamental movement skills (ABCs agility, balance & coordination) Sports specific skills Sports specific tactics & decision making <p>Emotional & Social Development</p> <ul style="list-style-type: none"> Communication Teamwork Trust Resilience Leadership 		<p>£7200</p> <p>Includes all the below across all KPIs</p>	<p>All staff trained in 2 full Leger Sport CPD programmes to be able to deliver elements of the Leger Sport PE curriculum in addition to REAL PE. Focus on skill acquisition for every child, relatable to physical, social and emotional development. Every child’s skills to be developed with decision making and game play targets.</p> <p>Enriched weekly PE, Sport & physical activity programme for every child. Embedding physical literacy for every child.</p>	Sustainability and suggested next steps: Alternative sport providers to be accessed in 2024/5

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Additional hour per week of extracurricular opportunities and encouragement of self-lead physical activity	Additional hour via Leger Sport extra-curricular activities, lunch time sports leaders and termly competitions/event opportunities.			Increase to over 95% taking part in extra-curricular activities from 2022/23. 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
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	H LTA lead at lunchtimes £1000 CPD for staff £200	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.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: % (£1500)
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:
Physical literacy approach for every child, ensuring the foundations are built for lifelong participation. Implementation of PE passports to develop physical literacy, confidence and goal setting for every child	Leger Sport 'Well-being Words' health & wellbeing programme. Focus on a different theme each half term relating to every child's health & wellbeing relating to literacy in the classroom. CPD for all staff on supporting each child with 'Wellbeing Words' Leger Sport PE passports. featuring awards for each child to work towards with their Leger Sports coach and their class teacher. Encourages children to strive to achieve their potential, self-motivate and monitor their own progress.	£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.

Parent engagement in PE & Sport pathway for each child	Celebrate achievements from Leger Sport competition framework and School Sport Games via parent platforms, social media and assemblies. Community clubs & funded holiday provision places for disadvantaged children to be promoted for each child as our school's commitment to a physical literacy pathway for every child.	£500 – prizes and resources to increase participation	All pupils, who want to be involved, at some point in the year have taken part in assembly.	
Kit for every child linked to 'PE ready' strategy	PE kit for every child and additional Leger Sport competition kit for when a child attends a competition/event		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: % (£1580)
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 all staff receive high quality CPD to raise subject knowledge and confidence in teaching physical education so that the standard of teaching is high, and the school can improve their commitment to physical literacy approach for every child. For all staff to drive and implement PE Passports and Wellbeing Words to provide each child with health and wellbeing support & education, ongoing individual ability assessment and teaching improvement and improved literacy through PE	Leger Sport CPD training and team teaching. To access a minimum of 2 of the training days, along with teaching resource pack and Online video support. All TAs to access Leger Sport CPD in PE lessons to implement extra lunch time lessons and additional competition practice sessions for the children. All staff to assist the Leger Sport Coach with the implementation of these 2 initiatives. Creating and embedding PE & sport into whole school plans and a commitment to driving physical literacy for all.	Included in Leger costs above in addition to: Continued Real PE CPD/ Membership £1200 Release for C White to lead and attend training £380	There has been little evidence of impact from both Leger and Real PE CPD this year. Ofsted feedback included a need for further curriculum development.	PE Lead in association with PE lead at Castle Hills Academy to implement new PE scheme in Sept 2024.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: % (£2600)
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:
<p>Leger Sport Additional achievements:</p> <ul style="list-style-type: none"> • Access to competitive sports and mass participation inclusion events • Access to social media campaigns to • Provide additional weekly after school clubs 	<p>Access to Leger Sport competitions and events and DSSG</p> <p>Celebrating our PESSPA success at the end of year Awards</p> <p>Leger Sport 'Magic' Campaign and Activity bingos</p> <p>Use Leger Sport Coaches, external providers, to deliver additional after school clubs i.e. street dance, cheerleading, tennis etc.</p> <p>Utilise TAs from staff training to deliver X number of clubs per week</p>	<p>Included in above Leger costs)</p> <p>£1000 for additional resources.</p>	<p>Pupil interest and engagement in new activities showing resilience and risk taking.</p>	<p>Review sports providers to ensure best value</p>
Develop resilient, confident, independent and creative learners through implementing a varied range of extra-curricular activities	<p>Identify pupil interests through pupil voice and develop a carefully matched timetable of extra-curricular activities.</p> <p>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.</p>	<p>£1600 for resources</p>	<p>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</p>	<p>Through directed time allocation, all staff to deliver a club for a term in 2024-25. Extend this to additional opportunities provided by TAs</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: % (£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:
All-inclusive approach to every child accessing competitive sport and mass participation events to enhance confidence, resilience, teamwork and leadership skills.	Leger Sport competition framework and integrated DSSGs calendar. Ensure children are accessing the mass participation events organised by Leger Sport as well as the KS2 sports competitions. Mass participation days include – Cheerleading Festival, Tennis Taster Festival, Sports Hall Athletics Fun day. All children to access sports day, ran as a community event and an additional sports competition day of our choice ran by Leger Sport	Leger Sport package included in Indicator 1 Awards and prizes £250 Sport and competition clothing with Spa Logo £1200 Release time for staff to take pupils to competitions - £900	Photographic evidence of children participating shared with parents via website and Twitter feed. 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. Pupils want to receive recognition for sporting achievements outside of school.	Maintain range of participation. Sporting achievements on weekly parents' newsletters and include on school displays. Trust collaboration provides opportunities for all KS2 pupils to compete.

Signed off by	
Head Teacher:	Emma Anderson
Date:	20.7.24
Subject Leader:	Chloe White
Date:	20.7.24
Governor:	Wayne Dorey
Date:	20.7.24