

The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

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

Swimming Data

Please report on your Swimming Data below.

<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>	
<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>	
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	
<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>	

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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:	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:
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:
Aim to improve levels of activity for sedentary children through more curriculum time and inspired activities to engage those not engaging in the curriculum or those children who are not accessing physical provision outside of school. Targeting through teacher assessment and pupil surveying those who are most at risk of not achieving the 30 minute target. Children continue to be engaged in more ways by the increased access to different activities and sports both on the curriculum and in outside of school hours activities. Specific targeted interventions in forest schools – C4L and through family nutrition programme and parent and child extra curricular clubs.	Curriculum continued to develop. Interventions for children at risk of sedentary lifestyle issues and choices where offered nutrition programmes. Extra curricular clubs offer has grown and includes parent and child sessions. Family nutrition programme has developed and grown.		Extracurricular attendance has grown with new clubs offered. Curriculum changes continue to have impact as per evidence base via Seesaw app. Resources for lessons improved through sustained purchasing of high quality equipment. Subject management team has changed and it continues to be 2 people.	Equipment purchased will continue to be used. It will not last forever but the majority of equipment being used should last between 3 and 5 years. There will be a bigger focus on staff CPD to impact on better teaching of PE lessons. New C4L staff have been identified to develop this programme. Staff are in the middle of training to offer in house nutrition classes.
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:
Children to choose to access sport and physical activity of their own fruition. Children to engage and enjoy the curriculum and extra curricular offer	Biggest success this year was the BEActive week. Children engaged well in the activities they haven't tried before, for example wheelchair sports and hiking. Children continue to engage and enjoy the physical literacy curriculum.		Children are more aware of the variety of sports available and the amount of different physical activities in the local area such as using the outdoor countryside. Children's attainment continues to improve as per evidence base and pupil conference. Playground Leaders programme has commenced meaning more organised activity of a break time.	Playground leaders programme to grow to include more sports and more leaders. Develop after school offer to include before school classes.

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More people
More active
More often

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:
Upskill existing staff and PE Lead to have better knowledge and capacity to improve teaching practice.	Successfully implement further stepped changes in the PE provision from a sports based curriculum to a physical literacy based curriculum. Support to develop teacher delivery of lessons in this new approach and the schools vision for PE in general with a focus on gymnastics, Crossfit and Forest Active.		Children have had better lessons from more knowledgeable teachers, which have been better planned, differentiated and resourced.	Further training to be allocated to take knowledge further and deepened. Specified subject area leaders to be trained, eg Nutrition and orienteering. Additional staff training for new and staff requested existing modules.
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:
Curriculum change, extra curricular clubs restart growth Residentials continue. Nutritional family programme.	Curriculum has developed to a physical literacy / skills-based curriculum. Extra-Curricular clubs have grown. All 3 residentials continued. Nutrition family programme developed.		Children have accessed a wider broader curriculum. New attendances at clubs due to changes in offerings. Children have benefitted from the reintroduction of outdoor activity residentials. Nutrition programme continued to be accessed by high need individuals.	Continue to develop extra curricular clubs opportunities and workforce. Staff trg to be completed so that nutrition programme can become in house.

Key indicator 5: Increased participation in competitive 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:
Aim is to ensure children have access to the right opportunities for competitive sport. Events will be cherry picked for attendance based on inclusion, value for money and attendance numbers – mass participation.	<p>Attended inclusion events linked to curriculum achievement.</p> <p>Enrolled and took part in virtual events that allow for whole class participation and add value to children's school and PE experience.</p> <p>Subject leader took over competitions for the cluster so year groups 1 - 5 accessed high quality cluster competition hosted at Barby HS. Sports Leaders developed through the programme to a high level.</p>		<p>Much greater enjoyment and inclusion of children who need to gain confidence in the subject.</p> <p>Value for money improvement.</p> <p>Children and staff efficacy for the subject in terms of off site activities improved.</p>	Continue to access the cluster competitions and pick the highest value for money activities available.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Nick Dawson
Date:	19.07.2023
Governor:	
Date:	