

# 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](#) 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. The funding **should** be spent by 31<sup>st</sup> July but the DfE has stated that there will be **no clawback** of any unspent money so this can be carried forward into 2023/24.

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                                                                 | £0         |
| Total amount allocated for 2021/22                                                                     | £19560     |
| How much (if any) do you intend to carry over from this total fund into 2022/23?                       | £0         |
| Total amount allocated for 2022/23                                                                     | £19570.00  |
| Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023. | £ 18136.84 |

## Swimming Data

Please report on your Swimming Data below.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |     |
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| Meeting national curriculum requirements for swimming and water safety.<br><br>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.<br><b>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</b> | 63% |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?<br><b>N.B.</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.<br>Please see note above                                                                                                                                                                        | 55% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?<br>Please see note above                                                                                                                                                                                                                                                                                                                                  | 36% |
| <b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>                                                                                                                                                                                                                                                                                                                                                                                  | 21% |
| Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?                                                                                                                                                                                                                                                                     | 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:                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <b>Key indicator 1:</b> 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:<br>22%                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 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"> <li>A continued increase in physical activity at playtimes/lunchtimes through equipment</li> <li>Continue an improved structure of physical activity games at lunchtime with safe 'sectioned' zones.</li> <li>PS and GT Sports to continue to work alongside teachers next year.</li> <li>PS to continue to work alongside lunchtime supervisors on Wednesdays and Fridays next year to ensure as many children as possible engage in PA.</li> <li>Playground leaders to feel equipped with the skills required to deliver physical</li> </ul> | <ul style="list-style-type: none"> <li>Premier Sport coach to work alongside lunchtime supervisors to support in delivering high quality activities and clubs at lunchtimes (Wednesday)</li> <li>GT Sports PE teaching company to start coming into school one lunchtime a week to increase lunchtime activity further and provide a range of activities children have not yet experienced. (Monday).</li> <li>NK to attend support session run by DR (Active schools +) to update PE policy.</li> </ul> | £1033.84 PE equipment<br><br>GT Sports- £979.75<br>PS- £1903.50<br>LUFC- £ 412.50 | <ul style="list-style-type: none"> <li>Lunchtime and playtime equipment have continued to be audited by NK and RM and school council and new equipment has been purchased according to what children and what lunch time assistants have requested. Children have a wide range of equipment and choice at lunchtimes which is increasing their participation in physical activity.</li> <li>at lunchtimes.</li> <li>Children engaged in yoga activities in golden time</li> </ul> | <ul style="list-style-type: none"> <li>PS GT Sport to continue to work alongside lunchtime supervisors on Mondays and Wednesdays next year to ensure as many children as possible engage in PA.</li> <li>TAs and lunchtime staff to be trained to deliver active playtimes.</li> <li>After school clubs to start from September.</li> <li>TAs and lunchtime staff to be trained to deliver active playtimes.</li> <li>Arrange play leaders training by Active Schools +</li> </ul> |

| activity stations and more confident to do so independently, including skipping skills stations and games <ul style="list-style-type: none"> <li>Continue to raise the profile of mindful PE and yoga</li> </ul>                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                        |
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| <b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Percentage of total allocation:                                                                                                                                                                                                                                                                                                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 0%                                                                                                                                                                                                                                                                                                                                     |
| 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"> <li>Improve the range of ways children, parents and staff are kept up to date with PE and sport in school to ensure they are well informed about PE and sporting events and the opportunities that are available to them both in and out of school.</li> <li>Continue to ensure children's achievements in PE and sport are celebrated to raise the profile in school.</li> <li>Continue to update the website with ideas of how children can exercise and home and any upcoming sporting events and clubs both in and out of school.</li> </ul> | <ul style="list-style-type: none"> <li>Apply for the Sainsbury's School Games. PE Subject Leader to ensure the criteria is met during the year. Continue with promoting school games and ensure School Games is promoted in school (have a specific notice board and certificate to be displayed in the entrance.</li> <li>Keep the school website up to date with PE and sporting events, extra-curricular clubs, competitions and the impact of the Sports Premium funding at regular intervals.</li> <li>Sport award created by PJ to be given out to a 'Sportsperson of the Half</li> </ul> | £0                 | <ul style="list-style-type: none"> <li>All staff have a staff Beechwood PE kit.</li> <li>All children come to school in PE kit on PE days ensuring each child has appropriate clothes to join in lessons.</li> <li>Staff, parents, children and governors are aware of the actions taking place in PE as they are able to see the variation of sports after school clubs we offer as a result of the website being kept up to date. This has raised the profile of PE in the school.</li> <li>School Games Mark applied for with Gold award achieved.</li> </ul> | <ul style="list-style-type: none"> <li>Use new scheme to raise profile of PESSPA to staff and parents.               <ul style="list-style-type: none"> <li>Ensure all current staff have the correct Beechwood PE kit.</li> <li>Distribute the Sport award PJ has created and raise the profile within school.</li> </ul> </li> </ul> |

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|  | <ul style="list-style-type: none"> <li>term' in each class</li> <li>Update the display in hall with more current sporting events/activities and the 'Sportsperson of the Month'</li> <li>Staff to continue to wear PE uniform on PE days to raise the profile of PE in school</li> </ul> |  | <ul style="list-style-type: none"> <li>Sport certificate given out to a child in each class every half term and photo on the website.</li> <li>'Beechwood sports stars' display is up to date in the hall.</li> </ul> |  |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Percentage of total allocation:                                                                                                                                                                                                                                                                                                                                                                           |
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|                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 43%                                                                                                                                                                                                                                                                                                                                                                                                       |
| 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"> <li>Improved quality of children's physical education in Key Stage 1 and 2 to ensure they are competent and confident.</li> </ul> | <ul style="list-style-type: none"> <li>PE Subject Leader to provide updates throughout the year in staff meetings.</li> <li>Continue to have Premier Sport in school to work alongside teachers. Ensure staff working with coaches team teach and develop their pedagogy in teaching different areas of the PE curriculum the following year.</li> <li>GT sports to deliver PE lessons to KS1/2 to provide further CPD to staff.</li> </ul> | <p>£1200 Active Schools Membership</p> <p>Get Set 4 PE- £550</p> <p>Yoga scheme- £170</p> <p>GT Sports- £1959.50</p> <p>PS- £3807</p> <p>LUFC- £825</p> | <ul style="list-style-type: none"> <li>PS have provided CPD for all year groups working alongside class teacher to continue increasing staff confidence in teaching PE.</li> <li>GT sports have provided CPD for all year groups.</li> <li>Leeds UTD foundation to deliver sessions alongside staff to upskill football teaching.</li> <li>All teachers have recorded PE levels on Otrack so subject leaders can access all these levels across the school.</li> <li>EYFS have continued to use</li> </ul> | <ul style="list-style-type: none"> <li>Continue to have Premier Sport in school to work with teachers next year. Ensure staff working with coaches to team teach and develop their pedagogy in teaching different areas of the PE curriculum the following year.</li> <li>GT sports and Leeds Utd to work with all year groups to provide CPD. Arrange a staff meeting with DR (Active Schools</li> </ul> |

|                                                                                                                                                             | <ul style="list-style-type: none"> <li>PE Subject Leaders to attend Active School subject leader training.</li> <li>Teachers to record levels on O Track. This ensures that progress and achievement in the subject can be tracked at a whole school level.</li> <li>Arrange observations with support from DR (Active Schools +) and NK and RM/</li> <li>Find CPD for ECT who will be teaching swimming to a group of children this year.</li> </ul> |                    | <p>the same scheme of work as the rest of the school to increase staff knowledge.</p> <ul style="list-style-type: none"> <li>Spirit alive – KS1/2 children participated in archery/cricket.</li> <li>KS2 children participated in carnival dance lessons ran by Flex dance.</li> </ul> | <p>+) <ul style="list-style-type: none"> <li>New PE scheme purchased (<b>Get set 4 PE</b>) which will be introduced on Training Day</li> </ul> </p> |
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| <b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                    |                                                                                                                                                                                                                                                                                        | Percentage of total allocation:                                                                                                                     |
|                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                    |                                                                                                                                                                                                                                                                                        | 25%                                                                                                                                                 |
| 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:                                                                                                            |

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| <ul style="list-style-type: none"> <li>Improved range of sporting experiences available for all pupils across Key Stage 1 and 2.</li> <li>Increase the number of pupils leaving KS2 able to swim at least 25 metres.</li> <li>Embed yoga into our curriculum.</li> <li>KS2 (Y5) to take part in Northern Ballet programme</li> </ul> | <ul style="list-style-type: none"> <li>Yoga scheme to be used across KS1/2</li> <li>A range of different sports such as tag rugby, tennis, kwik cricket, dance, tri golf, archery, yoga, gymnastics, skipping, lacrosse, netball and football to be taught across school during PE lessons.</li> <li>A range of different lunchtime sport clubs offered on a rotation to pupils across Key Stage 1 &amp; 2 on Mondays Wednesdays.</li> <li>Apply for 'Mindful March' again this year for children to participate in yoga sessions and brain break activities. <ul style="list-style-type: none"> <li>Plan to ensure all year groups get to work with different coaches across the year.</li> <li>Afterschool clubs to begin again with all year groups have access to a range of clubs.</li> <li>TW and TB to start a range of clubs including cricket, rugby and football etc.</li> </ul> </li> </ul> | <p>Flex Dance- £300</p> <p>£900 (ballet for lessons and trip, not including transport)</p> <p>GT Sports- £979.75</p> <p>PS- £1903.50</p> <p>LUFC- £825</p> | <ul style="list-style-type: none"> <li>Y5 participate in sessions with Northern Ballet and then had the opportunity to go and watch a performance.</li> <li>Spirit alive – all KS1 children participated in archery in Summer which gave children a chance to experience a new sport.</li> <li>Spirit alive – all KS2 children participated in cricket in Summer which gave children a chance to experience a new sport.</li> <li>Spirit Alive – All KS2 classes were able to learn a cultural dance from flex dance.</li> <li>Yoga has continued in each year group and each year group participated in 'Mindful March' to give children possible coping mechanisms to help support wellbeing.</li> </ul> | <ul style="list-style-type: none"> <li>Rhinestones to deliver block of dance in Autumn 2 with after school club for UKS2.</li> <li>PS, Leeds Utd and GT sports to offer after school clubs.</li> <li>Y5 to have sessions with Northern Ballet.</li> <li>All clubs to be funded through funding to ensure more children have access to them.</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>• School to continue to pay for after school clubs using SPM to ensure all children have the opportunity to take part in different activities.</li> <li>▪ Year 5 to take part in Northern Ballet Programme.</li> <li>▪ Swimming lessons to continue in Year 4.</li> </ul> |  |  |  |
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| Key indicator 5: Increased participation in competitive sport                                                                                                     |                                                                                                                                                                                                                                                                                                                          |                                                            |                                                                                                                                                                                                                                                                                  | Percentage of total allocation:                                                                                                                                                                                                                                                                          |
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|                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                          |                                                            |                                                                                                                                                                                                                                                                                  | 4%                                                                                                                                                                                                                                                                                                       |
| 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:                                                                                                                                                                                                                                                                 |
| A higher percentage of children across Key Stage 1 and 2 will have participated in competitive sport both in intra and inter school competitions during the year. | <ul style="list-style-type: none"> <li>▪ Time will be allocated at lunchtimes and after school clubs to prepare pupils for competitive events during the year by the PE Subject Leader, coaches and other staff members.</li> <li>▪ Participations in Active Schools and Sainsbury's School Games competition</li> </ul> | <p>LEPP tournaments- £450</p> <p>Impact coaching- £350</p> | <ul style="list-style-type: none"> <li>• All year groups participated in a sports day in summer. All children took part in both individual and group events.</li> <li>• Trust competitions – 5 competitions took place including tag rugby, cricket, hockey, football</li> </ul> | <ul style="list-style-type: none"> <li>▪ Y2 to participate in skipping school and attend competition.</li> <li>▪ Increase the profile of competition and organise trust competitions across KS2 with all KS2 year groups taking part.</li> <li>▪ Ensure the profile of the Trust competitions</li> </ul> |

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|  | <p>at local level.</p> <ul style="list-style-type: none"> <li>▪ PE Subject Leader to organise intra school competitions during 'Spirit Alive' week.</li> <li>▪ Increase the profile of competition and organise trust competitions across KS2.</li> <li>▪ Introduce 'Sportsperson of the month' across all phases.</li> <li>▪ KS2 to take part in Trust competitions.</li> </ul> |  | <p>and athletics for years 3-6. All competitions involved one full class from each year group.</p> | <p>is raised (website, letters) consistently.</p> |
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| Signed off by   |                      |
| Head Teacher:   | S Lanforth           |
| Date:           | 25.7.2023            |
| Subject Leader: | N Karagic & R Magill |
| Date:           | 25.7.23              |
| Governor:       | Barbara Mulroy       |
| Date:           | 25.7.2023            |