

# 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](#).





## Details with regard to funding

Please complete the table below.

Text in green is provision through the Brigshaw Learning Partnership PE and Sport offer. This is 30% of our PE and Sport premium spend. Text in blue is our individual primary school work

Total amount carried over from 2021/22	£500
Total amount allocated for 2021/22	£12,500
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£12,500
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 12,500

## 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. <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>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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 2022. Please see note above	76%
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	40%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	92%
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?	Yes

## 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:	
<b>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</b>					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:
Increase pupil activity time through the school day from pre-school to after school club to move towards 30minutes activity per day	Provision of <b>targeted after school sports clubs</b> to engage hard to reach/inactive pupils  <b>Playleader training</b> for pupils to run structured activity during break and lunch times.  Provision of <b>cycling taster day and cycling competition day</b>  <b>Skipping school</b> delivered skipping workshops to year four and year two in preparation for festivals, but also using this as a springboard for skipping at break and lunches using ropes from last year's programme.		Part of the 30% invested in the Brigshaw Learning Partnership PE & Trust offer.	<u>Planned Impact</u>  All pupils are more active during the school day.  Registers of attendance	Use of skipping ropes left from last year's skipping festival to encourage break time activity.  Continue with play leader programme
	<u>Enrichment clubs</u> Arrange after school enrichment club programme for the year with a range of different sports Pupil survey to find out what extra clubs the pupils would like  Identify pupils who aren't engaging in after		£2000	<u>Planned Impact</u> All pupils are more active during the school day.	Pupils active more at playtimes and lunchtimes - continue to resource active playtime and lunchtimes - liaise with school council over what resources are required to maintain this.  Sports Leader Led clubs – good take up from KS1 and y3 pupils – continue

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	<p>school sports and activity and invite directly to before and after school clubs and engage with parents.</p> <p>Brain break activities throughout the day.</p> <p>Playtime boxes and resources to promote active playtimes – to be used by play leaders and lunchtime staff.</p> <p>Premier Sport provide coach-led sports for 45 minutes at lunchtimes three times a week which is open to all children.</p>			<p>to train sports leaders and run clubs in the next academic year.</p> <p>Children from Y4 and Y2 participating in a trust wide competition for skipping – some children having never skipped before and are now engaging in skipping at break times.</p>
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**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	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Increased focus on health and activity to increase alertness of pupils during the school day.</p> <p>Development of cross curricular skills through PE – including areas such as leadership, resilience, determination team work and oracy.</p> <p>Use of PE and Sport to develop pupil confidence, enjoyment and pride in school achievements.</p>	<p>‘PE and Sport Offer booklet’ that details the intent and implementation of PE &amp; Sport across the BLP.</p> <p>Use of sports competitions and sports festivals to develop pride in representing school.</p> <p><b>all</b> pupils in year 2, 4,5,6 will have represented their school at least once in an interschool sports competition with opportunity for other year groups and opportunity for further regular involvement</p> <p>Provision of High Quality PE checklist to improve to create creative and reflective learners as well as leaders.</p> <p>The use of trophies, certificates and awards for inter school competitions to celebrate</p>	<p>Part of the 30% invested in the Brigshaw Learning Partnership PE &amp; Trust offer.</p>	<p><u>Planned Impact</u> A culture where success and engagement of all students is celebrated.</p> <p>Confident pupils who take pride in their achievement and pride in their school.</p> <p>Pupils able to explain where they need to improve and what they need to do in order to improve.</p> <p>Improved oracy and improve use of key terminology and increased vocabulary within PE lessons.</p> <p>Pupils develop leadership skills and teamwork skills.</p> <p>96 pupils from 8 primary schools attended the Sports awards evening,</p>	<p>These strategies can be used by all staff and encouraged by the PE lead.</p> <p>To keep it sustainable a refocus on the strategies will be needed.</p>

	<p>success.</p> <p>Provision of activities in Key indicator 1 to improve health of pupils leading to more focused minds at key points in the school day.</p> <p>Playleader training for pupils to run activity during break times.</p> <p>Sports awards evening for all BLP schools. Celebrating successes / commitment</p> <p>Provision of activities in Key indicator 5 to allow pupils to re-engage with school sport and the wider community.</p> <p>Targeting of less active / less engaged pupils to increase their involvement in the 'life of the school' through specialist after school clubs (alternative sports)</p>		<p>along with 200 parents. PE leaders and Head teachers also present.</p> <p>Community engagement and profile of PE and Sport raise</p>	
	<p>Development of key words and correct terms within PE when self and peer assessment takes place.</p> <p>Upcoming events display in the hall to show all pupils inter and intra school PE opportunities during the school year.</p> <p>Use of Sport Ed model across KS2 to promote leadership opportunities for all children and to support school values.</p> <p>Upcoming events display in the hall and via Class Dojo to show all pupils inter and intra school PE opportunities during the school year</p>		<p>Upcoming events display in the hall to show all pupils inter and intra school PE opportunities during the school year.</p> <p>100% of KS2 children self-evaluate (explain what they are good at, where they need to improve and what they need to do in order to improve) after PE lessons using the Bronze, Silver and Gold being a PE learner posters displayed in the hall.</p> <p>100% of pupils to take part in whole school celebrations, reviewing their involvement in PE, Sport and Health activities within school and across the Trust to raise profile of PE and competitions within school. 12 children selected for further inter-school</p> <p>Improved oracy and improve use of key terminology and increased vocabulary within PE lessons. Pupils able to explain where they need to improve and what</p>	

			they need to do in order to improve. Pupils develop leadership skills and teamwork skills. Confident pupils who take pride in their achievements	
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**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?:
<p>Provide high quality PE lessons</p> <p>Improved quality of PE within school to develop competence and confidence of pupils.</p> <p>To have clear progressive long term schemes of work.</p> <p>To develop pupils basic movement literacy</p> <p>To provide challenge to more able students</p>	<p>Access to a shared online resource of lesson exemplars. Including the use of Sport Education’ in lessons</p> <p>Provision of brand new simple <b>High Quality PE checklist</b> (based on 2022 Ofsted review) for PE leaders to use to aid monitoring and development of PE lessons.</p> <p><b>PE leader meetings with BLP PE lead to discuss PE curriculum planning</b> in each school and ‘learning journeys’ from KS1 into KS2 and through to high school.</p> <p><b>PE curriculum Planning and support meetings</b> for PE leaders to help with the development of PE and Sport</p> <p>Half termly <b>PE leader meetings</b> to provide support and guidance for PE leaders to discuss / share / support good practice.</p> <p><b>Joint observations, team teaching, joint planning, supportive feedback.</b></p>	<p>Part of the 30% invested in the Brigshaw Learning Partnership PE &amp; Trust offer.</p>	<p><u>Planned Impact</u></p> <p>Improved staff confidence in delivering PE and ability to challenge more able and support developing students.</p> <p>Schools develop and are aware of their intent, implementation and impact of their PE curriculum</p> <p>PE leaders up to date with latest guidance and initiatives through membership of professional bodies</p> <p>Staff are aware of how certain activities progress over the key stages and have a variety of activities they can use to challenge students at different levels &amp; ages.</p> <p>Staff are aware of and know the importance of delivering fundamental movement skills at an early age.</p> <p><u>Evidence will be in the form of:</u></p>
			Sustainability and suggested next steps:
			Development of staff confidence in delivery of PE
			Increased PE leader’s confidence in the development of HQ PE within school.
			Next steps are to identify and plan to CPD for next academic year – survey staff to assess need and demand.

	<p>Membership of <b>AfPE</b></p> <p><b>Access to AfPE online CPD</b> including amongst others live webinars on high quality PE, Physical Literacy, and Health and safety within PE.</p>		<p>Assessment records of staff to show pupil progress. PE leader observations Joint 'drop ins' with PE leader and Learning Partnership PE Coordinator. Drop in feedback sheets</p>	
	<p>Purchase / Renewal of subscription with primary PE planning to allow access to individual sequential lesson plans and videos.</p> <p>Use of specialist staff delivering PE lessons, and staff observing to develop their knowledge.</p> <p>Attended PE leader meetings.</p> <p>Arrange joint observations with Brigshaw Learning Partnership (BLP) PE lead/ Adam Palmer (Premier Sport)</p> <p>Use of quick wins to encourage staff to show high quality 'basics' in PE. Based on 2012 Ofsted report.</p> <p>PE leader will have half termly meetings with staff delivering PE to discuss provision</p>	<p>£900</p>	<p>Individual sequential lesson plans and videos. Non specialist staff can learn how best to deliver specific sports skills via the videos and 'teaching points' within lessons.</p> <p>Improved staff confidence in delivering PE and ability to challenge more able and support developing students.</p> <p>Schools develop and are aware of their intent, implementation and impact of their PE curriculum</p> <p>Staff are aware of how certain activities progress over the key stages and have a variety of activities they can use to challenge students at different levels &amp; ages.</p> <p>Pupil progress with lessons and across the key stages</p> <p>Evidence will include: – pupil and staff voice related to PE – monitoring records – accuracy of assessments of children, lesson observations / drop ins</p>	<p>More opportunities for CPD in dance and other areas we could develop. Sharing the quick wins with all staff and trial use for a week to see if there is a difference in the children's engagement within their learning.</p>



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:
Provide a broad range of sports and activities to engage all pupils within school making sure we are addressing disadvantaged, girls & inactive pupils.	<p>Provision of <b>Cycling taster sessions and cycling competitions</b> with pro ride during school day for a full year group.</p> <p>Provision of <b>skipping workshops</b> within school for all year two and year four, and access to BLP skipping festival</p> <p>Year 3,4,5,6 have two opportunities to access an inter school <b>cross country</b> competition.</p> <p>Access to Leeds and West Yorkshire school games cross country competition.</p> <p>Provision of <b>dance in a day</b> project.</p> <p>Provision of <b>sports competitions</b> in <b>netball</b> X 5 tournaments, <b>football</b> X 2 tournaments, <b>tag rugby</b>, <b>athletics</b> X 2 tournaments, <b>paralympics</b>, <b>multi skills</b>, X 2 events, <b>badminton</b>, <b>sportshall athletics</b>, <b>handball</b>, <b>dodgeball</b>, <b>rounders</b></p> <p>The BLP offer covers all year groups from year 1 to year 6 in a wide range of sports. Targets all pupils</p> <p>Provision of 6 weeks of after school clubs with an external coaching agency with a focus on <b>alternative sports</b> and targeting</p>	<p>Part of the 30% invested in the Brigshaw Learning Partnership PE &amp; Trust offer.</p> <p>25%</p>	<p><u>Planned Impact</u></p> <p>All pupils experience a wide range of sports and physical activity both within the curriculum, after school clubs and sports competitions.</p> <p>Development of cultural capital.</p> <p>Pupils enjoy PE and Sport and have experience of a range of activities.</p>	<p>Roll out a similar competition calendar for next academic year now that staff and pupils are engaged in wanting to compete for school.</p> <p>Plan competition calendar for next academic year – add and or change events to engage a wide range of students.</p>

	<p>less active pupils – activities such as <b>tchoukball, fencing, archery, ultimate Frisbee.</b></p> <p><b>Girls only sports</b> events for year 5 and 6 girls – focus on <b>Gymnastics and Basketball</b></p>			
	<p>Arrange cycling, dance, and skipping workshops with external agencies.</p> <p>Identify hard to reach pupils and invite to after different sports clubs / activities / events to engage all pupils.</p> <p>PE leader to review current sports</p> <p>Trial a sports coach is available every lunch time for both KS1 and KS2</p> <p>PE leader to use student voice to identify sports and activity preferences of pupils.</p> <p>Provision of after year long after school enrichment clubs through Premier Sport to widen the range of activities. These include fencing, archery and tchoukball including an increased provision for KS1.</p> <p>A broad range of activities taught within the PE curriculum – including.</p> <p>After school dance and sports clubs arranged with Castleford Tigers Foundation</p> <p>After school football clubs arranged with Leeds United</p>	<p>(part of the premier price below)</p> <p>£3000</p> <p>£1000</p> <p>£3000</p>	<p><u>Planned Impact</u></p> <p>All pupils in KS1 and KS2 given access to new sports activity beyond normal lessons – inactive children targeted and personal invites given.</p> <p>Pupils enthused by sport and given the chance to find a sport and activity that they enjoy.</p> <p>Registers of pupils attending events/clubs</p> <p>Planned Impact Children will be enjoying a range of sports, competitions and activities The Evidence will be: – Pupil and staff voice related – PE Registers of pupils attending events/clubs</p>	<p>Sessions to be revisited by Premier Sport next year and several sports shall be chosen for children to try. Continue to review sessions taken in after-school / lunch time clubs where appropriate. Tchoukball club delivered by Premier Sports to replace Olympic Week for inactive /</p> <p>Sports coach available very lunch time for KS1 and KS2</p>

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:
To allow all pupils opportunity to represent the school in inter school competitive sport from year 1 to year 6.  To develop further opportunities through intra school sport	Big Sports day for all year 4,5,6 pupils covering handball, tag rugby, dodgeball, athletics, relay races.  Provision of inter school competitions and festivals in Netball X 5 Football X 2 Tag Rugby X1 Skipping X 2 Cross Country X 2 Sportshall athletics X 2 Rounders X1 Multi Skills X 2 Badminton X 1 Dance X 1 Girls only competition  <b>Girls only sports sessions</b> in each school engage girls in sports competition.	Part of the 30% invested in the Brigshaw Learning Partnership PE & Trust offer.  25%	<u>Planned Impact</u>  All pupils from year 1 to year 6 were able to access the competitions.  <b>All pupils in years 2,4,5,6 represented their school in an inter school sports competitions.</b>  Increased engagement.  Increased confidence in pupils own ability to take part in a competition	Roll out a similar competition calendar for next academic year now that staff and pupils are engaged in wanting to compete for school.  Plan competition calendar for next academic year – add and or change events to engage a wide range of students.

	<p>To plan intra school competition to link to the PE topic.</p> <p>Representation in additional competitive sports e.g. Leeds City Cross-Country and The Great Big Dance Off</p> <p>Arrange transport, attendance and involvement in partnership and external sports competitions</p> <p>School kits introduced to raise the profile and status of those taking part: football, dance, hoodies, netball.</p> <p>‘Get Up &amp; Go’ day held involving a range of different competitive sports</p>	<p>£200</p> <p>£300</p>	<p>Pupils have opportunity to compete within their PE lessons</p> <p>Planned Impact Pupils will enjoy competition and want to join more events.</p> <p>Pupils may find something new they enjoy and want to continue. Pupils are allowed to experience a broader range of activities and compete in these.</p> <p>The Evidence will be: – Registers for events and no. of pupils attending – Comparison to previous years– Pupil, staff and parent voice</p> <p>100% of children from Y1-6 have taken part in at least one intra-school competition.</p> <p>100% of children from Y1-Y6 have taken part in at least 4 competitive sporting events such as athletics (running, jumping and throwing).</p> <p>100% of children from Y3-Y6 taken part in at least 6 competitive sporting events such as cross country, gymnastics, athletics, netball, rounders, dance. Continue children’s enthusiasm towards Sport by allowing them to participate alongside others at Trust wide events like this. Continue to encourage children to compete in and out of school and sharing their achievements allowing them to imagine the possibilities. Created by: Supported by: Full day Sports Day (KS1 – am, KS2 -pm) involving a range of different competitive sports.</p>	<p>Continue children’s enthusiasm towards Sport by allowing them to participate alongside others at Trust wide events like this. Continue to encourage children to compete in and out of school and sharing their achievements allowing them to imagine the possibilities.</p>
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			<p>Increased pride of children in taking part in intra school competitions. 100% of Y2/3 and Y4/5 classes attended Brigshaw Trust skipping competition.</p> <p>80% of Y4/5 attended the Dance in a Day at Brigshaw High School</p>	
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Signed off by	
Head Teacher:	<i>M Cahill</i>
Date:	<i>2023</i>
Subject Leader:	<i>Gavin Parkinson BHS leader/Lisa Parrish/Mark Cahill</i>
Date:	<i>2023</i>
Governor:	<i>Phil Cook</i>
Date:	<i>2023</i>