

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 31st 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 2022/23	£0
Total amount allocated for 2022/23	£18850
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2023/24	£19140
Total amount of funding for 2023/24. Ideally should be spent and reported on by 31st July 2024.	£20570

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	*Normanton swimming baths were closed for refurbishment for a period during this academic year. The year group did not have access to a full year of swimming input.
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 2024. Please see note above	23.53%
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	23.53%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	23.53%
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

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 <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:
				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:
Ensure that children have access to sufficient and appropriate equipment that supports the development of skills and understanding of tactical knowledge and ideas in PE.	<p>P.E Lead to audit P.E resources required for each unit of learning. Identified equipment to be ordered.</p> <p>Equipment has been bought and is being used to effectively support the teaching of P.E. Equipment has been supplemented by Elite Sports Coaches for units where sufficient equipment is not available.</p> <p>Equipment available to support the teaching of PE enables PE topics to be delivered to a high standard.</p> <p>Pupil voice shows that pupils understand the life skills and career opportunities which PE offers.</p> <p>Pupil voice shows that pupils</p>		<p>Resources have been audited and the P.E budget has been spent to ensure quality resources are used.</p> <p>Additional quality equipment is used on loan (from Elite Sports Coaches).</p> <p>Equipment enables staff to deliver high standard PE lessons and sports clubs</p> <p>Pupil voice collected has shown a positive impact equipment used in school.</p>	<p>Continue to ensure that resources are being looked after and children know how to use these correctly in lessons.</p> <p>Ensure storage of equipment is fit for purpose. A rota system was trialled this year but did not prove to be effective.</p> <p>Continue to audit and evaluate the resources and seek improvements to a wider range of sporting equipment.</p> <p>Continue to foster links with Elite Sports Coaches to enable</p>

	<p>understand that P.E and activity are an important part of supporting a healthy lifestyle.</p> <p>P.E Lead and Elite Coaches to work with staff to support their development in P.E.</p> <p>Increase parental engagement in school sports, physical education and activities.</p> <p>Audit and resource the outdoor play equipment to ensure that physical activity is maximized during playtimes and lunchbreaks.</p>		<p>Staff within school have been offered CPD sessions with Elite Sports Coaches to support their P.E development.</p> <p>Sports days for parents to attend has increased parental interest in pupil sport. Sports day now includes a parent/carer race.</p> <p>Outdoor play equipment shed is audited and resourced by the P.E Lead . The Fit Trail is available for a different year group each day and is supervised by a lunchtime supervisor.</p> <p>Children have been more physically active at breaktimes. Children have access to better resources. Resources and training have encouraged children to take part in structured play at break times which has also impacted mental health, wellbeing and behaviour.</p> <p>Children take part in physical events to promote fitness and to raise awareness of charities:</p>	<p>equipment to be borrowed on a loan basis if needed.</p> <p>P.E Lead and Elite Sports Coaches to continue to support staff development in PE.</p> <p>Continue to identify effective ways to increase parental engagement with sporting activities in school.</p> <p>Structured use of outdoor break equipment to be regularly reviewed to promote positive use of equipment and effective use of resources so that physical activity, sports skills, general fitness and hand eye-coordination are promoted throughout the day.</p> <p>To promote to children and families the importance of wearing suitable clothing for physical activity (P.E uniform).</p>
--	--	--	---	---

			P.E fixtures at Castleford Academy and The Reindeer Run	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
Develop and embed key vocabulary linked to physical activity, healthy lifestyles and P.E.	Ensure teaching staff, including staff new to school, are aware of the Tier vocabulary expected within each P.E strand they are teaching, ensuring that that children are encouraged to use correct terminology.		Staff use progression grids on P.E Pro. Elite Sports Coaches and staff use subject specific vocabulary during P.E lessons. Children are encouraged to use this in their lessons and when discussing their learning. Pupil voice collected reflects a good understanding of subject specific vocabulary.	Ensure new staff to school are aware of the subject specific vocabulary and progression grids. Share vocabulary to be used within P.E lessons. P.E Lead to observe lessons and monitor vocabulary taught. Pupil voice to continue to be collected. Ensure all class teachers delivering P.E are following the P.E Pro App planning and are clear in their expectations in lessons for P.E.
Ensure that all stakeholders within school are aware of the	Communicate with all school staff about the importance of the PE and		Children show understanding of the expectations for and	Ensure storage of equipment is fit for purpose. A rota

<p>investment in resources and the expectations of children taking part in Physical Education.</p>	<p>physical activity.</p> <p>New resources to be shared with staff, including how to use these.</p>		<p>importance of P.E within school. They are aware of the importance of looking after resources.</p> <p>Resources are used appropriately and looked after by the children.</p>	<p>system was trialled this year but did not prove to be effective.</p>
<p>The curriculum supports pupils to be physically and mentally healthy, resilient and independent learners. They make informed choices about healthy eating, fitness and their emotional and mental wellbeing.</p>	<p>All classes to undertake regular Physical activity to improve fitness and mental wellbeing – links to PSHE curriculum</p>		<p>All classes access 2 hours of P.E lessons per week in addition to daily playtimes.</p> <p>Classes access movement breaks particularly in Early Year and KS1, to ensure that children are being active in the classroom and improving their mental health and alertness.</p> <p>Through interventions and physical activity, the profile of P.E and importance of having good sporting behaviour & healthy attitudes/lifestyle is raised.</p>	<p>Ensure learning environments, pupil voice, teaching and learning all reflect the support given to our children for all round development. Monitor this through pupil voice discussions, lesson observations etc.</p> <p>Continue to encourage movement breaks throughout the school day to support mental health and well being.</p> <p>Continue to raise the profile of P.E and importance of having good sporting behaviour & healthy attitudes/lifestyle.</p>
	<p>Identified children undertake regular small group physical activities with the Elite Sports Coaches to support fitness, mental health and wellbeing.</p>		<p>Elite Sports Coaches run weekly physical interventions in small groups for children who particularly benefit from this.</p>	<p>Continue to offer physical intervention groups for children who benefit from this.</p>

	Educational visits and visitors supports the curriculum delivery with a specific focus on Mental Health and Wellbeing		<p>Outdoor Activity visits promote team work and healthy lifestyles (Year 6 Residential).</p> <p>Rock Kidz interactive performances promotes the importance of moving and physical activity alongside positive messages to support mental health and self-belief.</p> <p>P.E fixtures encourage children to work as a team and be proud of their achievements. This academic year Half Acres Primary Academy have attended: Y1&2 Dance, Y3&4 Gymnastics, Y5&6 Netball, Y1&2 Multiskills, Y5&6 Boys Football, Y3&4 Dance, Y5&6 Girls Football, Y5&6 Basketball, Y5&6 Tag Rugby</p> <p>Taking part in Wakefield Virtual Infant Multi Skills Competition allowed pupils from Reception – Year 2 to compete against other schools in the region and support their teamwork development.</p>	P.E Lead to continue to seek out opportunities for pupils to get involved with sporting activities and ensure that all year groups have access to these opportunities.
--	---	--	---	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				93.44%
Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested

what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
<p>Ensure that teachers and other adults are confident to deliver the PE curriculum.</p>	<p>P.E Lead has worked alongside Elite Sports Coaches to effectively create the long term plan for 2023-24, using staff questionnaires, in order to utilise the Elite Sports Coaches to support staff in specific areas of teaching.</p> <p>All teachers have received training in using PE Pro.</p> <p>Elite Sports Coaches offer P.E. CPD to all staff throughout the year.</p> <p>Rosenshine's principles are revisited throughout the year to embed the approach for staff and to ensure children know more and remember more of their learning.</p>	<p>£18720 (Elite Coaches) £500 (PE Pro)</p>	<p>Carefully considering which P.E units are taught by who has allowed for effective utilization of staff.</p> <p>Individual support for classes and teaching staff from Elite Sports Coaches has continued to develop P.E delivery and the P.E offer for pupils.</p> <p>Observation of Elite Sports Coaches when teaching allows for staff CPD.</p>	<p>Elite Sports coaches and new P.E Lead to monitor P.E lessons to ensure that pupils are knowing more and remembering more of their learning. Work alongside class teachers, and particularly staff new to school to ensure that each lesson has an opportunity to recap prior skills and understand how this relates to new learning.</p> <p>CPD to be provided to staff new to school on PE Pro, progression grids and expectations. Continued CPD provided to all staff Elite Sports Coaches.</p> <p>New P.E Lead join the AFPE to keep up to date with current changes and practice</p>
<p>PE is assessed effectively to ensure that pupils build upon their prior skills and knowledge</p>	<p>P.E Lead has undertaken Pupil Voice of PE lessons across school. P.E lead has monitored P.E lessons across school.</p>		<p>Pupil voice collected has shown impact of vocabulary and that pupils are knowing more and remembering more.</p>	<p>To continue to monitor that prior learning - knowledge, skills and vocabulary are consistently recapped upon</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
Ensure that the children have a wide range of sports and physical activities offered to them.	<p>Resources have been audited ensure that the school is able to offer pupils a wide range of sports in lessons, during lunch and in after school clubs.</p> <p>A programme of after school sporting activities for all age groups has been timetabled and offered.</p>		<p>Lunchtime activities run by Elite Sports Coaches provide tasters of different sports to all children.</p> <p>The Fit Trail was installed in September and is used daily by different year groups.</p> <p>The auditing and maintenance of resources supports children to partake in wide range of physical activities during lessons, lunch and after school.</p> <p>After school clubs run with a specific sport focus (dance, dodgeball, multi-skills etc) for all children across the school (Reception to Year 6) to increase participation in sport and to help create a positive attitude towards exercise and wellbeing.</p>	<p>Continue to audit and maintain all equipment. Ensure staff are aware of the PE equipment in school and where this is stored.</p> <p>Ensure storage of equipment is fit for purpose. A rota system was trialled this year but did not prove to be effective.</p> <p>To monitor the use of PE equipment.</p> <p>To continue to develop lunch time clubs for children to support physical and mental wellbeing.</p> <p>To introduce a new programme of extra-curricular sports clubs for whole school from the Autumn term 2024-</p>

	A wide range of P.E educational visits and visitors are offered to children.		<p>Promotion of outdoor activity learning have been provided through educational day visits and a three-day residential visit to Willersley Castle, Derbyshire (Year 6)</p> <p>P.E fixtures encourage children to work as a team and be proud of their achievements. This academic year Half Acres Primary Academy have attended: Y1&2 Dance, Y3&4 Gymnastics, Y5&6 Netball, Y1&2 Multiskills, Y5&6 Boys Football, Y3&4 Dance, Y5&6 Girls Football, Y5&6 Basketball, Y5&6 Tag Rugby</p> <p>Links with Castleford Tigers have been made to establish an offer of free programmes that they can bring to our school. This year, Castleford Tigers have delivered Mathletes sessions for Year 6 which supports children's understanding of the importance of P.E in the wider world.</p>	<p>25</p> <p>To continue to book and develop a programme for outdoor learning in 2024-25.</p> <p>To continue to develop relationships with Castleford Tigers and make use of their free school programmes.</p> <p>To continue to seek out other sporting opportunities that could be brought into school.</p>
--	--	--	---	---

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			6.56%
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>Continue to re-establish, develop and increase the number of children competing in tournaments.</p>	<p>Castleford Academy and other MAT competition providers have been liased with in order to plan events for the year.</p> <p>Staff have been communicated with in order to ensure paperwork is completed in time to attend competitive events.</p> <p>Staff have been communicated with to ensure that we can build on the skills needed for our competitive teams.</p> <p>School staff and pupils have been liased with to establish interest in competitive events.</p> <p>Pupils and parents have been made aware of the events in school and the interest in school sport is has been embedded.</p>	<p>£600</p>	<p>Reception, Year 1 and Year 2 took part in The Wakefield Virtual Multi Skills competition with other schools across the region.</p> <p>Inter school events / competitions resumed for year groups to provide different sporting opportunities for pupils:</p> <p>Castleford Academy: Y1&2 Dance Y3&4 Gymnastics Y5&6 Netball Y1&2 Multiskills Y5&6 Boys Football Y3&4 Dance Y5&6 Girls Footbal Y5&6 Tag Rugby</p> <p>The Hut, Airedale (Elite): Y5&6 Basketball</p>	<p>Liaise with the local high school games organiser to establish the local offer for events in 2024/25.</p> <p>Liase with Elite to establish the offer of events for 2024/25.</p> <p>To attend sporting competitions and to develop and increase the number of children competing in tournaments.</p> <p>To continue to organise competitions for all Year groups.</p> <p>Train new play leaders and Sports Ambassadors who can lead games for pupils during lunch times.</p>
	<p>Coach costs have been planned for to ensure that teams can take part in inter school events and compete with other schools.</p>		<p>Children are provided with opportunities to access extra-curricular sports and competitions away from school without having the issue of not being able to because of travel arrangements.</p>	<p>Continue to plan ahead for coaches and cost of travel in order to attend sporting fixtures.</p>
<p>Plan transport to and from competitions</p>		£750		

Full sports day events to be planned and arranged.	Plan full sporting day events with a competitive element for parents to attend.		All children prepare for sporting events and sports day through sport / P.E sessions. Skills learned and developed enable children to take an active and successful part in these events. Parental engagement is increased by offering a parent/carer race.	Plan Sports Day 2024/25 with a focus on parental engagement.
---	---	--	--	--

Signed off by

Head Teacher:	Mrs R Taylor <i>R Taylor</i>
Date:	28.07.2024
Subject Leader:	Miss P Nalson <i>P Nalson</i>
Date:	28.07.2024
Governor:	Mr C Robertson <i>C Robertson</i>
Date:	28.07.2024