

# The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

Commissioned by



Department  
for Education

Created by





# Green End Primary School

## Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£19,630
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19,660
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 19,660

## Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.

N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.

**Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study**

What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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	90%
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	60%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	66%
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.

<b>Academic Year:</b> 2022/23		<b>Total fund allocated:</b> £19,660		<b>Date Updated:</b> 30/6/23	
<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: 91%
Inten t	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>All children to enjoy and thrive in their P.E lessons – leading to improved fitness and better wellbeing habits.</li> <li>Children to have a positive attitude towards movement and physical activity</li> <li>Targeted support for girls football</li> </ul>	<ul style="list-style-type: none"> <li>P.E curriculum updated to focus on clear progression, active engagement and enjoyment</li> <li>Development of PE teaching through bespoke video resource creation &amp; targeted planning support. Particular focus on KS1 PE</li> </ul>	£17,980– school sports coach	<ul style="list-style-type: none"> <li>Marked improvement of games curriculum delivery and staff confidence - shown through staff voice – and evidenced in pupil voice.</li> <li>Children reporting improved attitude towards PE, fitness and</li> </ul>	<ul style="list-style-type: none"> <li>The employment of an expert P.E specialist to help support the P.E lead and SLT in the implementation of the ambitious P.E curriculum, will ensure that all pupils will have the highest quality P.E delivery through well-</li> </ul>	

<p>development</p> <ul style="list-style-type: none"> <li>• Children to know that P.E. has the highest status in school</li> <li>• Involvement of children in physical activity past the curriculum</li> </ul>	<p>lessons. Coach supporting the teacher during PE lessons to increase teacher knowledge and to support targeted teaching within the lessons to allow all children to access the curriculum</p> <ul style="list-style-type: none"> <li>• Development and targeted support for implementation of MyPB (high interest fitness activities regularly reviewed and updated)</li> <li>• P.E has high status through the minimum two hours' delivery, but also through staff championing, communication and visual status (social media, school environment etc).</li> <li>• Development and running of quality lunchtime physical activity</li> <li>• Out of hours physical activity available to all children</li> </ul>		<p>attitude to exercise healthy living – the focus being on girls in particular</p> <ul style="list-style-type: none"> <li>• Tracking of mile, time/ completion rate shows improved times and consistency</li> <li>• Games – teaching and learning reviewed across all modules, in terms of teacher led and coach led sessions and increased percentage of high-quality teacher led sessions leading to high engagement outcomes</li> <li>• Physical health – evidence of pupil awareness of healthy eating and life styles improved and reflected in choices in and out of school</li> </ul>	<p>considered and expertly differentiated lesson sequences. This model of teacher support into team teach into teacher independence will keep the quality of provision high. They will also lead on physical activity past the curriculum</p>
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<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>				<p>Percentage of total allocation: 91% (as per key indicator 1)</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impact</b></p>	
<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>

<ul style="list-style-type: none"> <li>● Alongside the games, dance and gym curriculum strands of P.E consolidate the recently introduced weekly MyPB lessons to improve fitness levels, enjoyment and engagement</li> <li>● Children recognise that they are competing with themselves and that their competition is their last result.</li> <li>● Further develop the individual and class culture around the importance of physical activity</li> </ul>	<ul style="list-style-type: none"> <li>● Collaboration of key trust staff to lead training ensures that MyPB strand of P.E has significant impact on pupils' attitude towards physical activity and fitness.</li> <li>● New lesson resources and video modelling from the P.E specialist and the P.E Lead ensures a consistent approach to these lessons.</li> <li>● Children are positive about physical activity and are well supported by their peers and the staff on their journey.</li> <li>● Clear line management of P.E lead and sports specialist from Head of School and Executive Head ensures that maximum capacity for their roles and impact is achieved</li> </ul>	<p>As in strand #1:</p> <p>£17,980– school sports coach</p>	<ul style="list-style-type: none"> <li>● Pupil voice shows positive impact of MyPB</li> <li>● Children are able to recognise the importance of You v's You.</li> <li>● Positive culture established with this approach to fitness. Culture of support, cheer leading for their team and affirmation is developed within each class.</li> <li>● Collating of data to compare participation and completion rates across the Trust evidences MyPB and Mile run results improvements</li> </ul>	<ul style="list-style-type: none"> <li>● External recognition from other schools and sports bodies for this scheme demonstrates the success and impact that it has had.</li> <li>● The innovative running, skipping and HIIT bespoke curriculum has helped to further galvanise physical activity post Covid lockdowns.</li> <li>● Creating a bank of video resources for sharing will ensure that the quality of the curriculum resources is high.</li> </ul>
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation: 91% (as per key indicator 1)
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>Targeted use of Sports Specialist and expert staff to ensure that staff delivery and provision is consistently excellent.</li> </ul>	<ul style="list-style-type: none"> <li>Lead Sports Specialist timetable set to specifically target lessons and year groups where teacher confidence is lower. This will ensure that all PE/fitness activities remain high quality with high engagement</li> </ul>	<p>As in strand #1:</p> <p>Total = £17,980</p>	<ul style="list-style-type: none"> <li>- Consistent provision in terms of delivery standard results in higher outcomes for pupil attainment and is reflected in higher percentage of pupils feeding back via pupil voice that they enjoy P.E</li> </ul>	<ul style="list-style-type: none"> <li>Model is regularly reviewed and staff where their confidence is low have a clear support plan to move them to higher competency and independence.</li> <li>Effective use of high competence staff and pupil sports leaders to assist strategically</li> </ul>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				5%
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?:
<ul style="list-style-type: none"> <li>Children to experience alternative sports and activities as part of the school's curriculum offer and through physical activity beyond the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Alongside a broad range of Out of Hours Clubs and activities – example Archery, Dodgeball, Cheerleading</li> <li>Zumba, Basketball, Hockey, Cricket , Multi skills, Games and activities, Orienteering, Rounders, Tag rugby etc -children also have other curriculum experiences</li> </ul>	<p>PE Association competition entry</p> <p>Costs = £1,080</p>	<ul style="list-style-type: none"> <li>A higher % of children have been involved in a greater range of sports and activities across the school day</li> <li>Higher percentage of children feedback that they have enjoyed this increased range of opportunity</li> </ul>	<ul style="list-style-type: none"> <li>Opportunity for outside support through a range of expertise and links within and from staff contacts is established through the broadening of persons involved and the approach to networking.</li> <li>Sports leaders are running physical activity at lunch times, which model key principles of PE lessons leading to improved numbers of children engaged in active activities</li> </ul>

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:	
			3%	
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>Children will have an improved range of competitive opportunities available to them</li> </ul>	<ul style="list-style-type: none"> <li>PE lead and Sports Coach strategically target key competitions from the MPEA calendar and utilising the Trust and local cluster networks</li> <li>Range of competitions entered to ensure gender balance</li> <li>Competition fees and travel to competition paid for to ensure all children can access competitions</li> </ul>	£600	<ul style="list-style-type: none"> <li>Greater range of competitions accessed by an increased number of children</li> <li>Improved performance in competitions as a result of targeted provision - eg data from MyPB and Mile run results leads to higher ability children and most improved children accessing the right competitive opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Number of children able to successfully access and attend competitions increased</li> <li>Review success annually and improvement plans shared with wider stakeholders to ensure accountability and ongoing improvement</li> </ul>

Signed off by	
Head Teacher:	Lisa Vyas
Date:	29/6/23
Subject Leader:	Jill Smith
Date:	29/6/23
Governor:	Fiona Long
Date:	13.7.23