

The Primary PE and Sport Premium

Planning, reporting and
evaluating website tool

Updated May 2023

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Commissioned by



Department
for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school's budget should fund these.

Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2021/2022, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2023. To see an example of how to complete the table please click [HERE](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£18820
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£18940
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 18940

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	84%
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 2022. Please see note above	83%
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	83%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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: 2022/23		Total fund allocated: £18940		Date Updated: 21.06.23	
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:
					14%
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?:
Playtime equipment purchased to promote active playtimes. Play leaders training pack provided David Walker so Y5 and Y6s can lead these active sessions.		Playtimes contribute to children’s active 30 minutes (children have 1h15 playtime throughout the day). Y5/6 are taught leadership in their curriculum PE lessons with a focus on teaching small groups, assisting at sports days and leading playtime activities.		£160 play leader equipment/ rewards	Play leaders leading activities every lunchtime to pupils of ALL age groups. Play leaders feel motivated to run activities through rewards e.g.whistles/lanyards/play leader badges/new equipment.
Pupils with SEND to access PE lessons. Specialist equipment needed to assist SEND pupils during PE lessons and whole school. This equipment can help with pupils physiotherapy sessions.		Sensory equipment purchased to help SEND pupils with agility, balance and co-ordination. Equipment such as balance boards, yoga mats, bean bags, space hoppers and resistance bands to be purchased.		£1500	SEND pupils using this equipment during PE lessons. Helped especially in fitness lessons/gymnastics lessons. Equipment used whole school to help pupils focus. Used in physio sessions to assist pupils with physical impairments to increase strength & balance.

Pupils to be able to safely access gymnastics equipment and climbing equipment.	Inspectors to ensure equipment in school hall, yard and field is safe to be used in PE lessons, afterschool clubs, during break times & lunch times.	£1000	Gymnastics equipment used to ensure pupils make progress and have engaging PE lesson. Outdoor climbing frames used during outdoor adventure activities and Break/Lunch times at Listerdale Junior Academy.	Equipment to be monitored and checked yearly by professionals. Any equipment deemed unsafe and unfit for purpose will be replaced for pupils safety.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				16%
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:
Create facebook page that we can post PE results/achievements on throughout the school year.	Increase parents awareness of opportunities in sport, what is covered in PE lessons, links to clubs etc.		Social media (facebook mainly) has become a very good tool to engage parents at LDJA and we want them to access the sport links available, see what children are learning through this tool.	Listerdale sport facebook account to engage even more parents.
Improve/make pupils aware of mental wellbeing through mental health workshops.	Improve pupils understanding of mental health problems. Educate them on ways to improve mental health/how to help others.	£2000	All pupils experienced differentiated mental health lessons. Gained a bigger understanding of mental health problems through a sporting theme. Impacting life in and out of school.	Workshop to be repeated in 2+ years to ensure pupils can experience it again when a little older.

Replenish PE equipment used in PE lessons/extra-curricular clubs to ensure pupils have the best learning experience.	<p>New PE equipment to be ordered to ensure we are ready for Summer term & Winter term 2023.</p> <p>Equipment including:</p> <ul style="list-style-type: none"> • Tennis Rackets • Tennis Balls • Tennis Net • Stopwatches • Netballs • Multi-Balls • Football Nets 	£1000	Pupils accessing Athletics & Tennis Curriculum. Pupils able to make good progress across all year groups. Equipment ready for next school year.	Equipment to be monitored and replaced when damaged/worn.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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?:	Sustainability and suggested next steps:
Keep up-to-date with knowledge of PE and sport through ACET PE meetings, sharing of ideas and attending CPD and training courses	Consistency through Trust deep dive sessions. Regular meeting with key issues, consistency and curriculum as a focus. Staff to lead on areas of strength or initiatives that have been successful in their schools.	£900	Numerous changes have been implemented this year and there has been a focus on consistency between the Trust. We have focused on developing our curriculum and writing SoW that will be used throughout all Trust schools. Alongside this we have created our 'Big Ideas' document. The ACET PE Lead is spending time in all Trust skills ensuring consistency in	This needs to continue and SoW need to be implemented 21/22. Assessment needs to become the new focus with new documentation being introduced and tracking of students. ACET lead to continue to support staff. Staff to lead on other key areas like, 'tackling obesity'.

			teaching and standards and working with staff through CPD, team teaching and upskilling them in key areas.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 27%
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 the use of sports on the playing fields to match the curriculum every half term.	Half termly updates of the different marking required. Football Pitches/Rugby Grids marked Sept – April. Running track/Sports Day track/Rounders pitches marked April – July.	£2000	LDJA PE staff teach an enriched curriculum and lead many afterschool clubs that require quality markings on the school field.	Liaise with willows management to ensure the quality of the markings each half term are the most beneficial to Listerdale Pupils and PE staff.
Year 4 pupils to learn how to swim to ensure they can swim before leaving primary school.	12 week swimming block has transport made available so pupils can access swimming pool on time.	£3200	Pupils can safely and promptly attend their swimming lessons at Rotherham Leisure Centre.	Maintain relationship and routine with Places For People to ensure swimming is taught every year to our year 4 group.

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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				38%
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:
Membership of sport partnerships to provide more opportunities for competition	Commit to ACET competitions and Wickersley cluster events	£2000 £680 (Wickersley Cluster Events)	Although due to restriction physical competitions have not taken place, virtual competitions have. LDJA have entered and been successful in ACET competitions.	The virtual competitions have had a positive effect on participation at LDJA. Competitions were accessible to all year groups and all our children have took part in at least one virtual event each half term, a greater number than in previous years. Children have loved the competitive nature, receiving the results and their certificates.
Listerdale to attend as many extra-curricular sporting competitions as possible to give all pupils competitive sporting experience.	Provide transport for all ACET & Wickersley SSP events.	£4500	All pupils at LiJA have experienced a sporting competition over the school year. Some have experienced more than one and have qualified/become	Maintain high standards of attending many AC competitions.

			champions of South Yorkshire.	
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Signed off by	
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Date:	21.06.23
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Date:	21.06.23
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