

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 2021/22	£
Total amount allocated for 2021/22	£19,489
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£18,140
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 18, 140

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? 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 2023. Please see note above	93%
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	82%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	96%
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?	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: £18,140		Date Updated: 21.07.23	
<p>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</p>					Percentage of total allocation: 32%
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?:	
All children to be active during the school day.	<p>Continue to analyse and critique the platform purchased for the Physical Education curriculum and continue to deliver highquality lessons.</p> <p>Train young sports leaders to deliver lunchtime activities. Equipment to be purchased. All year 5 to have leadership training through SSP.</p> <p>Key Stage 1 & 2 Leaders and Senior Lunchtime Supervisor liaise with PE Subject lead to create more active breaktimes and lunchtimes for all.</p>	£5,804.80	<p>High quality teaching of PE will be delivered following continuous CPD from PE specialist.</p> <p>Sports leaders have grown in confidence in the delivery of the activities. A large number of children have been engaged in activities at lunchtimes.</p> <p>All children in Years 1-6 able to access walking/jogging challenge, with thousands of laps already recorded. All classes in KS2 recording regularly.</p> <p>Introduction of a new rota for football has further promoted</p>	<p>Sustainability and suggested next steps:</p> <p>Continue to implement our broad, balanced, and progressive curriculum.</p> <p>Train Year 5 in leadership. Current sports leaders to support the new team in their role.</p> <p>Further develop habits of more active breaktimes, lunchtimes, embedding physical activity in school life building with each year group.</p> <p>Develop a Sports Council to build in greater pupil leadership</p>	

			equal opportunities for all e.g. girls football. Children in all year groups now have extra trained staff to lead and organise games, targeted at children who are less active.	and ownership.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 19%
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:
All pupils continue to take part in 2 hours high quality PE weekly. To develop pupil confidence and skills in sports and Physical activity and give those who are leaders the opportunity to develop their skills and pass on their expertise to other pupils. All children able to participate in extra-curricular sport.	2-hour curriculum PE delivered weekly from Y1-Y6. Sports competitions attended throughout the year and shared with parents & carers in the weekly newsletters. Continue to deliver high quality Sports Days at EYFS, KS1 and KS2. Sports Subject Lead to develop Year 5 children for lunchtime/playtime leaders to ensure sports activities take place at break and lunchtimes Re-introduction of daily mile to add to daily exercise. Promotion of sports and celebration of personal and team achievements on weekly newsletter.	£2,906.60	Evidence towards School Games Mark. Timetables. Newsletters. Increased confidence levels captured in pupil surveys. Y5 sports leaders are observed by LSAs and class teachers. Attendance in sports clubs recorded. Highlights high engagement of disadvantaged pupils.	Introduce a whole school PE and Sport floor book as a permanent display of the journey through the vertical concepts, enrich and varied curriculum and the impact upon all children, across all year groups. This will celebrate and show evidence that children of all strands in school (PP, FSM, SEN, LAC) are participating and have all equal opportunities within PE and Sport. All children will access and engage in a range of sporting events over the course of Sports Week 2024 e.g. new age curling, boccia, golf, tennis,

Children in years 3-6 have frequent opportunities to perform against other schools in competitive situations.	Schedule of after-school clubs available, from Y1-Y6. Sports competitions attended throughout the year and reported back to school in celebration assemblies and in weekly newsletters.			basketball, hula dance.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				24%
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:
Oakdene have created the opportunity for all staff to participate within CPD sessions through INSET days and Y5/6 children to increase their confidence and competence of subject knowledge and delivery within the subject of physical education, both in structured Physical Education timetabled slots and in specific break times. The creation of school sports weeks for example, let's get active, possible links to current issues/sports occurring throughout certain points in the calendar year, will ensure all children have access to range of	Share and implement the new curriculum map. Continue to discuss INSET/staff meeting training day allocation with SLT. Ensure all staff are confident to deliver the enriched and varied PE curriculum through a range of resources and schemes. A constant provision of higher quality teaching in a variety of sports. More provision for competitive sports.	£4,353.60	Level of outcomes from pupils in lessons was higher. Positive outcome from pupil voice with regards to PE experiences. Feedback from other schools once discussing the PE within Oakdene. This led to previous Oakdene PE lead (up to May '23) speaking to a number of schools regarding the curriculum that is delivered and how this can be delivered within their school.	New PE lead to be fully inducted and coached to enable him to deliver exceptional outcomes for all. Build on subject action plan and identified strengths. Provide opportunities for staff to be upskilled in running sports clubs and fixtures and develop fundamental movement skills with early years children. Ensure all staff are confident to deliver the PE curriculum

<p>sporting opportunities further to those listed in the national curriculum.</p> <p>Create links with cluster schools around the borough and further links with schools in the trust to compare, contrast and analyse the implementation of PE throughout EYFS – Year 6. This is also paramount as the curriculum and development created leads into the objectives and statements at KS3.</p>	<p>Improved inclusive teaching of physical education.</p>			<p>through a range of resources.</p> <p>A constant provision of higher quality teaching in a variety of sports. More provision for competitive sports. Improved inclusive teaching of physical education.</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation: 13%</p>
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>Additional achievements:</p> <p>New sports added to curriculum to enhance children’s experiences in sport that are both chosen from both national initiatives and Subject Leads discretion.</p> <p>A specific themed club termly for</p>	<p>Deliver a variety of sports during break/lunchtime clubs to increase participation.</p> <p>Bike-ability training for all Y5 pupils. Bike servicing contracts.</p> <p>Inter/ Intra sports competitions</p>	<p>£ 2,358.20</p>	<p>Increased participation in intra school activities in local area due to new links with local schools and better facilities at local secondary school with which we have a very strong link with.</p> <p>Significant increase in number of</p>	<p>Activities run during break and lunchtimes focused around physical fitness and team building exercises.</p> <p>School to invest in a range of additional PE equipment so we can run a more varied</p>

<p>children to expand their experience alongside the variety of available clubs, leading to inter and intra school competitions at the end of the unit.</p> <p>Increased safety and confidence of children using bicycles both on and off road.</p> <p>Residential Y6 – Wilderness Outdoor Education</p> <p>SEND children to engage in sporting / physical activity opportunities.</p>	<p>Links with other schools (compete by sharing results virtually).</p> <p>Transport</p> <p>Involvement in inclusive sporting events organised through Tees Valley Sport. Collaboration with Future Steps; -gross motor skill sensory session, yoga for children accessing Willows provision.</p>		<p>club places. Positively impacted on overall school average attendance @ 95.5% and persistent absence 11.4%.</p> <p>All High Needs Base children (Willows) attended gross motor sensory session; opportunity to be physically active and develop their motor skills in an environment suitable for their additional needs. All children’s wellbeing and activity levels improved. Bespoke Future Steps programmes for individuals led to improved engagement observed in sessions due to removal of ‘competition element’ and feedback demonstrated improved positive attitudes towards physical activity.</p>	<p>breaktime and lunchtime offer.</p> <p>Use the Cross-government action plan ‘<i>School Sport and Activity Action Plan</i>’ to ensure that girls’ participation in PE and sport is equally accessible with opportunities for boys.</p> <p>To further promote inclusion by ensuring staff are trained to implement the <i>new ‘Physical activity guidelines’</i> for disabled children.</p> <p>Continue to maintain links with Tees Valley Sport / SGO to further develop opportunities for SEND children to access inclusive sports / activities.</p> <p>Through the Children’s University, continue to capture and act on pupil voice to meet the needs of all children in regards to the sports and activities they wish to participate in.</p>
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				Targeted children to take part in a range of sporting activities during school linked to their preferences.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				12%
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 to the Stockton Sports School Partnership offers a wide variety of competitive sports covered over the year to add breadth to study.	Plan and deliver a range of events to allow the children to compete competitively across classes and wider school.	£2,716.80	Children provided with multiple opportunities to develop and apply the school games values through participation in competition. Pupils developed confidence, resilience, teamwork, sportsmanship, leadership skills as well as motivation to succeed.	Invest in greater resources for competitive sports e.g. Pupil Voice lead on the design of sports kits when representing the school.
All children in key stage 1 and 2 can take part in competitive sports in both intra and inter competitions.	Children to experience a range of competitive events, including alternative sports.			
Children able to experience sports/competition and activities out of school in different environments and new surroundings.	Attend a range of events organised by Stockton School Sport Partnership, and Inclusion events. Children to experience a range of competitive events where appropriate or have experience of the Festival events.			
Transport to and from competitions and other activities/fixtures.				
			Increased participation in inter and intra competitive events via attendance at a range of competitive and festival style sporting events.	Identify competitions to support inclusion and multiple teams/participants in order to retain our gold schools mark and work towards platinum.
			Membership to School Sports Partnership. Children accessed and engaged in sporting events	

		linked to Kurling, Football, Cross Country, Cricket, Netball, Golf etc.	
		Children signposted in to HAF clubs. Pupil voice evidenced a keen interest from Y5/6 in after school opportunities to revisit.	

Signed off by	
Head Teacher:	Liz Bramley
Date:	21.07.23
Subject Leader:	Stephen Mc Connell
Date:	21.07.23
Governor:	Rebecca Clayton
Date:	28.07.23