

EVIDENCING THE IMPACT OF THE PRIMARY PE & SPORT PREMIUM

Purpose of the Premium

The Premium must be used to fund additional and sustainable improvements to the provision of PE and sport, for the benefit of primary-aged pupils, in the 2022 to 2023 academic year, to encourage the development of healthy, active lifestyles. The Department for Education (DfE) has published information on [how much PE and sport premium funding primary schools receive, and advice on how to spend it.](#)

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 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.

Schools are required to publish details of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment. The premium must be spent in full by proprietors of academies by the end of the 2022 to 2023 academic year

Schools must publish the following information on their website by the end of the academic year and no later than the **31st July 2023**:

- the amount of premium received
- a full breakdown of how it has been spent (or will be spent)
- what impact the school has seen on pupils' PE and sport participation and attainment
- how the improvements will be sustainable in the future
- the percentage of pupils within their year 6 cohort for academic year 2022 to 2023 that can do each of the following:
 - swim competently, confidently, and proficiently over a distance of at least 25 metres
 - use a range of strokes effectively (for example front crawl, backstroke and breaststroke)
 - perform safe self-rescue in different water-based situations

If selected, schools must also take part in a sampling review to scrutinise their compliance with these terms.

In addition to minimum information required by the DfE, the Trust have included an action plan for the next academic year. This will help schools to plan your spending for next year.

Details with regard to funding
Please complete the table below

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| Total amount carried over from 2021/22 | £ |
| Total amount allocated for 2022/23. To be spent and reported on by 31st July 2023 . | £ 18540 |
| Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024. | £ 18550 |

Swimming Data

Please report on your Swimming Data below.

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| <p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p>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</p> | |
| <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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</p> | 62% |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke?]</p> <p>Please see note above</p> | 62% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 62% |
| <p>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?</p> | Yes/No |

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| 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: £1400 | Evidence of impact: what do pupils now know and what can they now do? What has changed? | Sustainability and suggested next steps: |
| Children are given a wide range of opportunities to take part in PESSPA PESSPA has a positive profile throughout the school Pupils have access to a wide range of resources to use both in PE lessons and during playtimes. | All pupils will receive high quality PE lessons. From Reception, they will also have regular access to extra-curricular clubs and have access to structured sports activities on a lunchtime. Sporting achievements are linked to the Trust values and celebrated. Pupils are able to take part in a range of SSP inter-school events. | See Key indicator 1 and 5 | See Key indicators 1 and 5 PESSPA is happening throughout the school day, not just in PE lessons. | Continue to employ Sporting Futures and Sensei to work with teachers to deliver lessons, provide lunchtime and extra-curricular clubs. Continue to take part in Darlington SSP SLA programme. Explore further ways of celebrating PESSPA achievements and how to become a more active school. |

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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: £5600 | Evidence of impact: what do pupils now know and what can they now do? What has changed? | Sustainability and suggested next steps: |

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| Upskill non-specialist teachers | Teachers work alongside specialist coaches from Sporting Futures and Sensei Teachers have access to planning for lessons they need to teach independently. Teachers have access to a clear progression of skills document | See Key Indicator 1 | Teachers can deliver high quality lessons and feel confident in doing so. | Ongoing CPD for staff to maintain high quality teaching a learning. |
| 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: £1200 | Evidence of impact: what do pupils now know and what can they now do? What has changed? | Sustainability and suggested next steps: |
| Introduce a wider range of sports to the children. Make links with Darlington Football Club | Specialist coaches providing a MMA course to all pupils from Reception-Year 6. DFC Season Ticket and Matchday Experience Visit from club mascot and DFC Foundation | See Key Indicator 1 | Children have received high quality sessions in MMA and have links to a club. | Continue with MMA. Continue to seek further links with local clubs in a range of sports. |

| 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: |
| Pupils are given the opportunity to take part in inter-school events, some of which lead to county finals. | <p>The school signs up to the Darlington SSP SLA Competitions, some of which lead to Tees Valley Finals</p> <p>We have taken part in Boys' and Girls' football leagues</p> | £1375 | <p>Pupils from Year 1- Year 6 have had the opportunity to take part in a wide range of events and competitions.</p> <p>Children from our school competed in the Tees Valley athletics competition, representing Darlington</p> <p>Girls' football team won a football tournament that was invitation only</p> <p>Girls' football team won their league.</p> <p>We have received the Gold Award from School Games</p> | <p>Continue to take part in the SLA.</p> <p>Explore further pathways for children to participate in sporting competitions</p> |

PE and Sport Premium Action Plan for Next Academic Year – 2023/24

| Academic Year: 2023/2024 | Total fund allocated: | Date Updated: June 2023 | | |
|--|--|-------------------------|---|--|
| 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: % |
| Intent | Implementation – Planned Actions | | Expected 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: | | Sustainability and suggested next steps: |
| <p>All pupils have access to weekly high quality PE lessons.</p> <p>Pupils are active for at least 30 minutes of the school day</p> | <p>Sporting Futures and Sensei to deliver lessons alongside teachers.</p> <p>Sporting Futures to provide lunchtime activities</p> <p>Sporting Futures and Sensei to provide extra curricular clubs</p> <p>Children to have access to resources during playtimes</p> <p>Sporting Futures to train a group of Y4 children to become Sports Well Being Leaders</p> <p>Teachers to include active tasks within other areas of the curriculum</p> | | <p>Children have a good level of fitness</p> <p>Children have the opportunity to develop skills in a range of sports</p> <p>Children are engaged in physical activity for at least 30 minutes per day in school</p> <p>Sports Well Being Leaders will begin to teach children different playground games, helping children be active at playtimes</p> | <p>Continue to work with Sporting Futures and Sensei.</p> <p>Improve SEN provision by offering SEN lunchtime club and a SEN lesson</p> |
| | | | | Percentage of total allocation: |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | % |
|---|--|--------------------|--|---|
| Intent | Implementation – Planned Actions | | Expected 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: | | Sustainability and suggested next steps: |
| Children view PE as a valuable part of the curriculum Children recognise PESSPA as part of their school day PESSPA is celebrated in school and with parents | Children receive high quality teaching Children are given regular opportunities to be active throughout their school day Sporting achievements are celebrated on the school newsletter and within school. The school will follow criteria to meet the 'Gold' award for School Games | | Children will be engaged in PE lessons and recognise their own progression of skills Children will view PESSPA as an important part of their school life Children will feel proud of their achievements in PESSPA The school will achieve a 'Gold' School Games award | Continue with what has already been put in place Develop engagement with parents |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|--|--------------------|------------------------|--|
| | | | | % |
| Intent | Implementation – Planned Actions | | Expected 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: | | Sustainability and suggested next steps: |

| Upskill teachers and teaching assistants who are less confident with PE and sport | <p>Allow staff to work alongside specialists from Sporting Futures and Sensei</p> <p>Provide ongoing CPD, particularly in creating an active classroom</p> <p>Provide an assessment tool to enable staff to record the children's progression of skills.</p> | | <p>All staff will feel confident in their delivery of PE and sport.</p> <p>The children in school will have the opportunity to be active throughout the school day</p> | <p>Continue with what has been put in place</p> <p>Consider how to introduce PE throughout the curriculum-ensuring 'active' classrooms</p> |
|---|---|--------------------|--|--|
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | % |
| Intent | Implementation – Planned Actions | | Expected 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: | | Sustainability and suggested next steps: |
| Children have access to a wide range of sports and activities | <p>Continue to establish MMA a part of our curriculum for all pupils from Reception- Year 6</p> <p>Invest in a wider range of equipment for children to explore during playtimes and use Sports Well Being Leaders to teach a range of games</p> <p>Sporting Futures deliver lessons and offer clubs in a wide range of sports</p> <p>Introduce links with local sporting clubs</p> | | Children will have experienced a varied PE curriculum and will have had the opportunity to take part in a sport that is new to them. | <p>Continue with what has been put in place.</p> <p>Begin to offer a wider range of sports through Sensei.</p> |

| Key indicator 5: Increased participation in competitive sport | | | Percentage of total allocation: |
|---|---|--------------------|--|
| | | | % |
| Intent | Implementation – Planned Actions | | Expected 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: | Sustainability and suggested next steps: |
| Children will have the opportunity to experience taking part in a competitive sport | <p>Take part in the Darlington SSP Competition SLA</p> <p>Follow the criteria to achieve a 'Silver' School Games Award</p> <p>Arrange intra school competitions each term</p> | £ | <p>All children will have had at least one opportunity to take part in a competitive sporting event, whether intra or inter school.</p> <p>We achieved a 'GOLD' award this year- higher than our expectations</p> <p>Continue with what has been put in place and sustain the Gold award</p> <p>Offer a wider range of intra school competitions</p> <p>Consider joining leagues in other sports than just football such as Netball/Rugby.</p> |