

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 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.

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

Total amount carried over from 2021/22	£0
Total amount allocated for 2022/23. To be spent and reported on by 31st July 2023 .	£18,640
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£18,640

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	Note – the majority of our Year 6 pupils are yet to swim this academic year as they are scheduled to have their swimming sessions in Summer Term 2. Data is based off those Y6 children who have been assessed swimming this academic year (13 children.)
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	42%
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	42%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	42%

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/no

Spending Impact Report for the Current Academic Year – 2022/23

Academic Year: 2022/23		Total fund allocated: £18,640		Date Updated: May 2023	
<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:
					37%
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: £6,900.25	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
To ensure pupils are provided with opportunities to partake in physical activity during their lunchtimes.		Employment of 2 coaches per lunchtime to engage up to a total of 60 pupils per 30 minutes on a class rota basis.		£5,000	Regular opportunities for 30 minutes' daily physical activity has ensured that up to 120 pupils a day are accessing high quality coaching.
To invest in making the curriculum and pupils' spare time as active as possible.		Go Well SLA. This provided enrichment to the P.E. curriculum and allowed for links to be built with the school's well-being policy.		£1,900.25	Through the SLA:
All pupils will have engaged in regular physical activity each day, with the aim to achieve at least 30 minutes a day.					<ul style="list-style-type: none"> - 'Active Ted' bags for EYFS and KS1 to encourage younger pupils to maintain an active lifestyle at home. - Team Up Kids 3 programme delivered to pupils in Years 3 and 4. Pupils are more aware and able to discuss the benefits of being physically active and the impact of choosing a healthier lifestyle.
					To train and upskill lunchtime staff to provide these sessions as opposed to outside agencies.
					These initiatives are all sustainable. Team Up Kids provides training for staff and the associated resources to build these sessions into the curriculum. Intention is to train staff so that the programme can be delivered throughout the school and for the language and ideas to become inherent to the pupils. Active Ted bags to be circulated throughout pupils

	<p>Continuation of school Daily Mile and Walk and Talk Initiative.</p> <p>Participation in the 'CAFOD Big Walk 2023'</p> <p>Participation in the Tees Valley 'Let's Dance' initiative.</p>	<p>£0</p> <p>£0</p>	<p>- Year 5 sports leaders developed through delivery of 'Hoopstarz' and a leadership training programme, creating young leaders who can deliver activity sessions to KS1 children during breaktimes.</p> <p>Teaching staff report higher levels of concentration during daily lessons; pupils are able to describe how they feel after running the mile; pupils are more able to sustain periods of time of continuous running; general fitness levels of pupils has increased; 'walk and talk' initiative has helped to promote mental health wellbeing alongside being physically active during the school day.</p>	<p>in KS1. Staff member observed delivery of Hoopstarz so will be able to train future Year 5s, who will subsequently be able to deliver sessions to KS1.</p> <p>To provide a wider range of lunchtime activities to engage those children who do not regularly choose to partake in the lunchtime sessions.</p> <p>To give UKS2 children and members of the sports squad chance to develop their leadership skills by giving them opportunities to run lunchtime games for younger pupils.</p> <p>To continue with Walk and Talk to promote mental wellbeing among young children; to link these activities with the learning from Team Up Kids; to develop a wider range of activities involved in place of the daily mile to further increase fitness levels, maintain engagement and to support PE curriculum, including use of outdoor</p>
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				<p>fitness equipment and delivering the 'Let's Dance' instruction videos with more frequency; to have alternative indoor fitness sessions ready for occasions when adverse weather makes Daily Mile impossible.</p> <p>To increase the levels of active and outdoor learning in other areas of the curriculum.</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p> <p>3%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</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: £499</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>To develop a PE curriculum where progression between year groups is clear, teachers understand the areas of the subject they are delivering and have the necessary support to do this effectively, and pupils are provided with an engaging curriculum that develops and deepens their skills and understanding.</p>	<p>Subscription to GetSet4PE P.E. scheme of work.</p>	<p>£499</p>	<p>Staff familiarity with the scheme has increased and it is being adapted to suit the needs of each class, ensuring scheme is inclusive of all needs and is helping each pupil develop a range of skills in a manner appropriate to them.</p> <p>Staff confidence in delivering PE lessons is increasing and this enthusiasm is having a positive effect of pupils' attitude towards PE.</p>	<p>To use full extent of resource as opposed to just lesson plans, embedding active learning throughout the curriculum.</p> <p>To increase amount of curriculum PE delivered and choose appropriate areas of the scheme to enrich curriculum.</p> <p>To create and implement an</p>

			Pupils are enjoying their PE lessons and are experiencing a wider range of sports while still developing good depth in their skills and understanding.	assessment system to map progress more easily, thereby assisting with lesson planning in future year groups.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	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: £2615.56	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To improve the confidence, skills and knowledge of the new PE co-ordinator; to help them take more ownership over the subject; to prepare them for a 'Deep Dive' into the subject; to identify areas for development across the school.	PE Deep Dive Support PE Subject Leader Support	£468.65 £246.66	PE lead is more confident in their role and has a clearer understanding of how the subject is delivered throughout the school. Opportunity to observe lessons alongside an expert helped to identify areas for development across the school as a whole and in each key stage, leading to more informed decisions with regard to spend and planning for next year.	For PE lead to use future funding to target the areas for development identified and to address any areas of misconception that still exist with regard to their role through further CPD. To use information gathered to adapt curriculum planning and assessment for future years. To undertake more lesson observations to assess whether areas of development have been addressed and where further adaptations are necessary.
To increase the confidence and	Go Well SLA. This provided	£1,900.25	Staff are more confident in their delivery of gymnastics,	

skillset of school staff who have become unaccustomed to teaching PE lessons.	curriculum coaching for teachers.		understanding the key features, including safety, of a gymnastics lesson.	To provide further training in other areas of the PE curriculum where staff feel they have become unskilled.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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: £2530.25	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"> To provide children with opportunities to access sports and activities they would otherwise not have been exposed to. To develop a curriculum that prioritises depth of learning but also ensures children experience a broad range of sports as they progress through school. 	<p>Go Well SLA. This provided enrichment to the P.E. curriculum and allowed for links to be built with the school's well-being policy.</p> <p>Sporting Futures hockey coaching.</p> <p>After school dance sessions for Key Stage One.</p>	<p>£1,800.25</p> <p>£175.00</p> <p>£200</p> <p>£155</p>	<ul style="list-style-type: none"> Through the SLA, pupils participated in a range of alternative sports (fencing, archery, frisbee) which they otherwise may never have experienced. This increased their knowledge of the different sports available, improved their levels of physical activity, had a positive impact on their wellbeing and helped them to link physical activity to positive feelings. 	<ul style="list-style-type: none"> To increase the range of after school clubs offered to create engagement for a wider range of pupils. Using after-school hall time effectively will be essential to achieving this. To upskill current school staff so that they can deliver after-school sessions, rather than relying on external

	<p>Golf experience day for KS2</p> <p>£100</p> <p>Skipping experience day</p> <p>KS1 fitness and healthy eating sessions</p> <p>£0</p> <p>UKS2 table tennis</p> <p>£100</p>		<ul style="list-style-type: none"> • Pupils across all key stages were given the opportunity to try different sports, increasing their confidence levels, developing their skills and helping them to develop a love for sport. High levels of participation across all clubs offered evidence this. 	<p>agencies.</p> <ul style="list-style-type: none"> • To increase curriculum PE time to create space in the curriculum for a wider range of sports to be taught.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				31%
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: £5,850	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Participate in most inter-school competitions and festivals. To offer equal opportunities to all pupils to participate in competitive sport, both inter-school and intra-school, regardless of ability.	Darlington School Sports Partnership Competition SLA. This provided multiple opportunities throughout the academic year to access high quality festivals and competitions which further increased the amount of time given to being physically active. Weekly after-school sessions with Martin Gray's Football Academy. After-school KS2 dance sessions to prepare for the Primary School Dance Festival	£1,500 £4,100 £250	Every pupil from Year 1 to Year 6 has participated in enrichment activities and in structured competition through this SLA. Pupils from each year group have represented the school in inter-school competition, with each class (with the exception of Class 5 due to a cancellation) having represented the school in inter-school events. Pupils are provided training from professional football coaches to prepare a boys', girls' and development football team to participate in competition against other schools. 100% of pupils, who are age appropriate for the event, including identifying SEND pupils, have participated in a competition structure.	To ensure SEN pupils are given equal opportunity to represent the school in inter-school competitions. To use PE lessons and after-school clubs to adequately prepare children for inter-school competitions. To design and develop opportunities for intra-school competition, including adapting sports day to ensure it is inclusive of all pupils. Club links being re-established will help to sustain pupil participation in a range of sports. To keep these sustainable, regular contact with these clubs through email accounts will be necessary where initiatives and proposals can be effectively communicated.

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

Academic Year: 2023/24	Total fund allocated: £18,000	Date Updated: 23/05		
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>To ensure pupils are provided with opportunities to partake in physical activity during their lunchtimes.</p> <p>All pupils will have engaged in regular physical activity each day, with the aim to achieve at least 30 minutes a day.</p>	<p>Increase the number of hours of curriculum PE from 1 to 2.</p> <p>Each class to complete daily fitness sessions each morning through Fit For Life License.</p> <p>Improve playground equipment and markings to encourage pupils to be more active during their breaktimes and lunchtimes.</p> <p>Invest in further Team Up Kids sessions to teach children about the positive impact that staying active has on mental health.</p> <p>Increase the levels of active and outdoor learning in other areas of the curriculum.</p>	£	<p>The extra PE lesson will ensure children are exercising more regularly each week, which will improve general levels of fitness and confidence in their physical ability.</p> <p>Engagement with new equipment will ensure children are active during breaktimes and lunchtimes, increasing the level of physical activity they complete daily. Should also create links between physical activity and enjoyment, meaning children choose to be active at home also.</p> <p>Children develop a better understanding of the chemical in their brain and subsequently how to care for their mental health,</p>	

			linking this to staying active. Pupils will be more active during times when they would be previously have been stationary, increasing levels of physical activity.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
For school staff to play an active role in promoting healthy and active lifestyles throughout the school. To place greater emphasis on the importance of PE throughout the school. Assess children more effectively in PE. To improve the fundamental skill of children in the subject, ensuring they have the skillset required to access and excel in the sports taught as part of the curriculum.	Purchase a staff PE kit so that all members of staff feel confident and comfortable when delivering PE lessons and represent the active philosophy of the school. Increase the number of hours of curriculum PE from 1 to 2. For all class teachers to teach at least one PE lesson each week. To implement an assessment system which all staff can view and access and which demonstrates progression throughout the school. Fundamental skills to be taught as part of each PE lesson, with a dedicated basic skills lesson at least	£	Staff demonstrate the importance of an active lifestyle through their actions, positively influencing the choices of children with regard to living a healthy lifestyle and the level of commitment they show in PE. Children recognise the importance of PE through its increased visibility and through the fact their class teacher is involved; they develop a range of PE 'basic skills' which they can use throughout each area of the PE curriculum, leading to higher attainment in the subject. Staff have a clearer understanding of the attainment	

<p>To help children develop a better understanding of their wellbeing and how their choices can impact this.</p>	<p>once a term.</p> <p>All pupils to receive Team Up Kids sessions throughout the year. All staff to be receive Team Up Kids training, with specific members of staff to be upskilled in order to deliver Team Up Kids lessons throughout the school. The language of Team Up Kids to be used throughout the school. Wellbeing signs to be displayed around the school, helping children to remain aware of their wellbeing and to use these effectively to regulate their emotions.</p>		<p>of the pupils in their class across each area of the PE curriculum, allowing them to plan more effective lessons which are suited to the needs of the children in their class.</p> <p>Fundamental skills in all children to improve, leading to increased confidence, participation and execution of these skills across a range of sports.</p> <p>Pupils' understanding of their mental wellbeing to improve, allowing them to express their emotions more clearly through an increased understanding of the chemicals in their brains.</p>	
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<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation:</p>
				<p>%</p>
<p>Intent</p>	<p>Implementation – Planned Actions</p>		<p>Expected Impact</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>Sustainability and suggested next steps:</p>

<p>For the PE coordinator to continue to develop in the role; for them to take further responsibility for the subject; to identify areas for development across the school.</p> <p>To continue to increase the confidence and skillset of school staff who have become unaccustomed to teaching PE lessons.</p> <p>To support ECTs in developing an understanding of how to plan and deliver effective PE lessons, with a focus on EYFS.</p> <p>For staff to help children develop a better understanding of their wellbeing and how their choices can impact this.</p>	<p>PE lead to access any CPD which will improve their understanding of the role of PE lead.</p> <p>Curriculum Coaching from Go Well to continue; focussing on the area of Fundamental Skills in both KS1 and LKS2.</p> <p>EYFS staff to receive personalised training to help develop understanding of the aims of PE in EYFS and how to achieve this, as well as the implementation of a PE scheme (Move With Max) across EYFS.</p> <p>Staff to receive Team Up Kids training.</p>	<p>£</p>	<p>PE lead to become more confident and decisive in their role, becoming a more effective subject leader and identifying and finding solutions for areas of development more efficiently.</p> <p>Staff to develop an improved understanding of how to teach and implement fundamental skills throughout the curriculum, positively impacting the fundamental skill level of the children throughout the school.</p> <p>EYFS staff to develop a greater understanding of how to teach PE effectively in EYFS, utilising a consistent and age-appropriate scheme to achieve this.</p> <p>Staff can discuss Team Up Kids confidently with children, helping them to develop an advanced understanding of their mental and physical wellbeing.</p>	
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation:</p>
<p>Intent</p>	<p>Implementation – Planned Actions</p>		<p>Expected Impact</p>	<p>%</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>Sustainability and suggested next steps:</p>

<p>Additional achievements:</p> <p>To provide children with opportunities to access sports and activities they would otherwise not have been exposed to.</p> <p>To provide equal opportunities for all children to be inspired and enthused by sport, by ensuring that sports that are accessible to all children are available throughout the year.</p>	<p>To provide opportunities to access unfamiliar sports throughout the year to enrich the curriculum.</p> <p>To increase the range of after school clubs offered to create engagement for a wider range of pupils. Using after-school hall time effectively will be essential in achieving this.</p> <p>To upskill current school staff so that they can deliver after-school sessions, rather than relying on external agencies.</p> <p>To increase curriculum PE time to create space in the curriculum for a wider range of sports to be taught.</p> <p>To include a wider range of fully inclusive sports throughout the year, including a disability sports taster day.</p>	<p>£</p>	<p>Pupils to participate in a range of alternative sports which they otherwise may never have experienced, increasing their knowledge of the different sports available, improving their levels of physical activity, having a positive impact on their wellbeing and helping them to link physical activity to positive feelings.</p> <p>Pupils knowledge of sport and fitness levels increase through participation in a range of after school clubs, leading to enthusiasm when completing physical activity and a love of sport.</p> <p>Increased regularity of after school clubs increases level of physical activity in pupils throughout the school.</p> <p>Pupils develop a wider range of sporting skills which they can effectively adapt and execute across a range of sports.</p> <p>All children experience a sport which appeals to them, where the objectives feel achievable and they feel the activity reflects them personally, helping each child to be inspired by sport.</p>	
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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:
<p>Participate in most inter-school competitions and festivals.</p> <p>To offer equal opportunities to all pupils to participate in competitive sport, both inter-school and intra-school, regardless of ability.</p>	<p>To ensure SEN pupils are given equal opportunity to represent the school in inter-school competitions.</p> <p>To use PE lessons and after-school clubs to adequately prepare children for competitive sport.</p> <p>To design and develop opportunities for intra-school competition, including adapting sports day to ensure it is inclusive of all pupils.</p> <p>Re-establish club links. To keep these sustainable, regular contact with these clubs through email accounts will be necessary where initiatives and proposals can be effectively communicated.</p>	<p>£</p>	<p>The self-belief of all pupils, but especially those with SEN, to improve in response to representing the school in sporting activity.</p> <p>When entering competitions, pupils feel confident and prepared for the event, having belief that they can accomplish their goals. Throughout the event, pupils demonstrate and ever-improving skill level.</p> <p>All pupils participate in and are engaged by sports day, and throughout the event demonstrate the school virtues through their actions and enthusiasm. Parents enjoy the experience and have a greater insight into how sport operates in school.</p> <p>Club links being re-established will help to sustain pupil participation in a range of sports.</p>

