

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 2021. 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	£ 27,421 with a carry over
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, 510
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2022.	£ 21, 385.69

Swimming Data

Please report on your Swimming Data below.

<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 2020.</p> <p>Please see note above</p>	52%
<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>	40%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	45%
<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>	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: £19,510		Date Updated: 19.07.23	
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: 33% £7,080.99
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"> Pupils become proficient in all aspects of PE, improve physical fitness and understand how this contributes to good health. 		<ul style="list-style-type: none"> High quality PE lessons (1 hour each) take place twice a week. PE Equipment Updated New PE scheme introduced in Jan 23 – Complete PE. 		£1450.99 to update equipment	<ul style="list-style-type: none"> The impact of the Complete PE is that the units are all from the same high- quality scheme, which has continuity and progression inbuilt. The resulting lessons have been monitored to be of good quality and having a positive impact on pupils' fitness and sport knowledge. The scheme has contributed to teacher well-being as the basic planning is in place, reducing workload. The new scheme was introduced in Jan 23 and requires further time to embed.

<ul style="list-style-type: none"> Children will have a good level of aerobic fitness to combat the sedentary lifestyle that many have at home. For pupils to have an increased level of fitness by being active at break and lunchtimes. 	<ul style="list-style-type: none"> Classes take part in the 'daily run' on days when there are no PE lessons using our all weather running track. PE lead has trialled pupils running as 'teams' of similar ability. A wide variety of equipment is available at lunchtimes. Equipment replenished and updated as required. Sports coach on the playground to run clubs and matches during lunch time, Mon- Fri. 1 hour per day, included rounders, dodgeball, cricket, netball etc. 	<p>£0</p> <p>£5,630</p>	<ul style="list-style-type: none"> Children have increased or maintained aerobic fitness levels as a result. Children have had active lunchtimes throughout the year, through range of equipment available. Children have regularly taken part in games organised by the sports coach. This has improved their fitness, teamwork and understanding of the rules. 	<p>Next year, we need to develop a fresh focus for the run each half term in order to motivate the children to higher levels of fitness. Running stats need to be monitored by the PE leads.</p> <p>Provision needs to continue into next year. Equipment has lasted well but will need some replenishment next year. Training to be delivered to mid-day supervisors.</p> <p>PE funding is to continue next year, and sports coach at lunchtime will be part of that.</p> <p>Pupil mini leaders are being trained to organise games on the playground.</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		Impact	19% £4050
<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"> Children understand why exercise is important for mental and physical well-being. PE and sport are regularly promoted and celebrated in school. 	<ul style="list-style-type: none"> The positive impact of PE on our bodies is regularly discussed in PE lessons and before the run. Pupils are taught about the science behind physical health in science and as part of PSHE lessons. Sporting achievements celebrated in assemblies. P.E Display in hall to promote competition or celebrate success. Clubs promoted online and in newsletters. Pupil comments from sporting events have been included in newsletters. 	<p>£0</p> <p>£0</p>	<p>Children have a greater understanding of why activities such as the 15 minute run are good for us.</p> <p>Parents, pupils and governors are aware the wide variety of sporting opportunities for all abilities through assemblies, social media and newsletters.</p>	<p>To continue.</p> <p>Survey parents to identify their level of understanding around the sporting opportunities in school and their suggestions for additional provision.</p> <p>Develop wider opportunities for pupil voice through subject monitoring and competition feedback.</p>

<ul style="list-style-type: none"> Onsite cycling training for Year 5 pupils. Higher numbers of children encourage to cycle to school following their cycle training 	<ul style="list-style-type: none"> All Yr 5pupils have the opportunity to take part in Cycle training. Additional staff supported SEND children whilst participating in Bikeability Bike Shed Installation 	<p>£0</p> <p>£4050</p>	<p>All of y5 have participated in Bikeability sessions. 81 out of 90 children passed the 'Learn to Ride' element of the course, with 45/90 successfully passing level 2</p> <p>Year 5 pupils are now also allowed to cycle to school with parental permission, once they have passed their training.</p>	<p>To continue next year. New bike helmets to be purchased. Account for additional staff to support SEND pupils taking part.</p> <p>To continue to promote cycling to school next year.</p> <p>To develop the house captain and mini leader roles within school. Mini leaders to support the infants with events, eg, sports day.</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: 12% £2562.50</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>
<ul style="list-style-type: none"> To improve the quality of planning and delivery of curriculum P.E. 	<ul style="list-style-type: none"> Purchase of Complete P.E scheme of work. Training given to staff in December 22. 	<p>£800</p>	<p>New SoW is being embedded with the impact of relieving teacher workload and supporting those who are less confident when it come to</p>	<p>Continue to provide training, particularly to new members of staff. PE leads to continue to monitor the impact.</p>

<ul style="list-style-type: none"> ECT teachers are well trained and confident in teaching PE New PE lead is confident to lead the subject/ continuous CPD provision for P.E subject leaders. PE leads have up to date knowledge and are aware of the opportunities across the city. Swimming training provided to staff 	<ul style="list-style-type: none"> Scheme implemented from Jan 23. ECT's to attend introductory programme of courses. CPD for P.E leads and ability to network with other P.E leads. PE leads to attend training, local networks and SSP conferences. No swimming training has been available. 	<p>£1,762.50</p>	<p>planning PE.</p> <p>ECT1 training only available through DCC, so no-one who is eligible this year.</p> <p>New PE lead has increased confidence in roles and responsibilities from training and experiences internally and externally through the year.</p> <p>PE leaders have accessed the DCCT scheme for opportunities to enter competitions and festival. The impact is over 100 children have attended external high-quality competitions and festivals in sports settings across Derbyshire.</p>	<p>Ensure ECT1 teachers next year are provided with the training.</p> <p>Ensure PE leads are kept up to date through Derby SSP training.</p> <p>To research other opportunities for swimming training for new teachers in Year 4 .</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:

Intent	Implementation	Impact	17% £3634.50
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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:	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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<ul style="list-style-type: none"> • All children to be able to ride a bike by the end of Year 5. • All children to have access to sports clubs. • Year 5 pupils to have a greater understanding about developing and maintaining healthy lifestyles. 	<ul style="list-style-type: none"> • Cycle training provided for all Year 5 pupils, using the school's bikes where pupils did not have access to one of their own. • Five different subsidised after school sports clubs ran weekly all year providing a variety of sports such as netball, gym and dodgeball. The cost to parents has been subsidised at £1.50 per session. • Some lunchtime sports clubs were run by teachers e.g. girls' football and rounders. • DDCT Joy of Movement sessions took place for Year 5. 	<p>£3,634.50</p>	<p>Y5 Bikeability sessions have given all children in y5 skills to control a bike and be safe on the roads.</p> <p>After-school clubs offered five evenings per week. This has given children the chance to improve social and physical skills whilst experiencing a wide variety of sport. Most clubs have been fully booked.</p> <p>Year 5 pupils had a greater understanding about the impact of sport on their health.</p>	<p>To be continued next year.</p> <p>Parental questionnaire to find out what children may be interested in participating.</p> <p>Introduce lunchtime intra-house competitions with an emphasis on raising the profile of competitive sport. Send out a parental questionnaire to find out what children may be interested in participating.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				19%
				£4057.70
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"> All children to have the opportunity to engage in competitive sport at lunchtimes with the Sports Coach. Sports Day where all pupils have the chance to compete. Through the Derby Sports Partnership children have the opportunity to compete with other schools at different venues in a wide variety of competitions. 	<ul style="list-style-type: none"> Sports coach on the playground every lunchtime Mon-Thurs for an hour, organising competitive games in rounders, netball, dodgeball etc for all ages and abilities. Focus is on Yrs3/4 or 5/6 each day. Sports day allowed all children to compete in the morning in 'round robin' activities. Children had practised these activities in PE lessons. Heats for races were held in PE lessons and the finalists competed in front of parents in the afternoon. A range of staff will be organised to accompany children to a variety of sports competitions. The children will be of all ages and abilities. 	<p>See Key indicator 2 for funding.</p> <p>£97.20</p> <p>SSP £1,750</p> <p>Travel £903.00</p>	<p>Children enthusiastically participate in sports during lunchtime, learning more about the rules and improving their overall fitness. Better behaviour at lunchtimes.</p> <p>All children had the opportunity to participate in sports day.</p> <p>Over 100 children had participated in a range of competitions and festivals over the year. This has allowed them to experience what competition is like in a sports setting.</p>	<p>To be continued next year due to success.</p> <p>To discuss the format next year with ZC following on from feedback received from parents.</p> <p>To continue next year with more consideration about which support staff will attend.</p>

<ul style="list-style-type: none"> For Ravensdale to have a competitive football team. 	<p>Where possible, the children will be given specific training beforehand.</p> <ul style="list-style-type: none"> Supply staff to cover teachers to sporting competitions A Year 6 football team was established in September and competed in a local league throughout the year. 	<p>£1,282,50</p> <p>£25</p>	<p>Football team competed in the Derby and District 9-a-side league and cup competitions. They were competitive and won approximately 50% of their games.</p>	<p>Ravensdale to continue to field a football team next year.</p>
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Signed off by	
Head Teacher:	Zoe Cannon
Date:	27.7.23
Subject Leader:	S.Dean and P.Watts
Date:	19.7.23
Governor:	
Date:	