

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

The Wolds Federation

Commissioned by



Department
for Education

Created by



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SPORT
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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](https://www.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 2019/2020, 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 allocated for 2022/23	£ 48,960
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£ 48,960

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	Middleton: 64% Beswick: 50% Bishop: 100%
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	Middleton: 64% Beswick: 50% Bishop: 100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Middleton: 64% Beswick: 50% Bishop: 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?	Yes/ No

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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: £48,960	Date Updated: 20/07/23		
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:
Teaching including CPD (Key indicator 1, 2, 3, 4 and 5)	Employing a SDO to develop all aspects of sport across the federation with a focus on competitive sport, health and wellbeing and developing a lifelong love of sport. This allows all children to have access to a high-quality physical education. Staff gain access to CPD and training offered through the SDO. Children are given the opportunity to take part in play leader courses so KS2 can lead KS1 lunchtime multisport club	£ 23,687	The SDO this year has provided a range of sports and activities for the children to enjoy. This year, we have been able to participate in several inter-competitions through our Driffield Sports partnership. These include hockey, cross country, football, tag rugby. These inter-competitions have allowed the children to develop friendships across different schools in the Driffield area which can help aid a smooth transition to secondary school. Through clubs and PE sessions the children have developed a range of lifelong skills that they can apply to all subjects e.g., teamwork, communication, resilience.	Continue with the SDO delivering a broad and balanced PE curriculum that allows a variety of children to access and enjoy. Focus for next year is developing our gymnastics and dance curriculum- equipment?, training?

Increase Physical Activity including playground equipment and enhancing outdoor provision. (Key Indicator 1,2,4)	Enhance and buy new equipment including playground leaders. (Play time)	£6,866	Children's levels of PA during playtimes have increased as we have provided children with a more diverse range of equipment to play with/on including new football goals. New markings are on the playground as well to enhance children's playtimes. Constant checking of play equipment is done by an external company to keep our children safe.	Continue to purchase new playground equipment and enhance old playground equipment to make sure the equipment is safe to use. Continue to develop our outdoor area to allow for increase PA being displayed at breaktimes so children can meet their recommended 60 minutes of PA a day.
Develop a broader range of experiences including intra competitions and extra-curricular activities. (Key indicator 1,2,3,4,5)	Provide children with a broad PE curriculum through external sporting competitions	£8,840.04	The children have been offered a range of sporting events throughout this year that are inclusive for all children. These included KS2 swimming, KS2 triathlon, KS2 cricket. For the children this has developed a range of skills such as teamwork, communication, resilience, appreciation of the value of losing but also the value of winning.	Continue to provide a range sporting events for KS2. Provide a range of sporting events for KS1.
Develop a broader range of experiences in school. (Key indicator 1,2,3,4,5)	Provide children with a broad PE curriculum through internal sporting competitions and PE including PE equipment and rewards (PE sessions)	£9,566.96	To provide children with a broad and balanced curriculum a range of sports have been taught to children. Rewards included in sports day. Also, as a school, we have been broadening children's cultural capital in relation to Wimbledon by buying tennis rackets and teaching tennis in weekly sessions as well as optional after	Continue to develop children's cultural capital. Provide broad exposure to children in terms on sport that comes alongside world sporting events. E.g., Wimbledon, world cups etc.

			school club. Wimbledon has also been televised during school times as well as after-school club to engage and motivate our young children.	
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