

# The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

Commissioned by



Department  
for Education

LINGEY HOUSE



PRIMARY  
SCHOOL  
SINCE 1959

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 31<sup>st</sup> 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	£0
Total amount allocated for 2021/22	£19,360
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19,390
Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023.	£ 0

## 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><b>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</b></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><b>N.B.</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>	76%
<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>	63%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	63%

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:	Date Updated:		
<b>Key indicator 1:</b> 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:	
			22% £4350	
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 children throughout the school to engage in at least 30 minutes of moderate to vigorous exercise every day.	<ul style="list-style-type: none"> <li>- Provide OPAL play and lunch times.</li> <li>- Extend the length of lunch time.</li> <li>- Weekly OPAL assemblies to inform any changes, listen to pupil's views and reward good examples of playing with the golden welly award.</li> <li>- To utilise the school grounds so different opportunities are made available. (Minimum 6 zones and a member of staff to supervise each)</li> <li>- Staff to ensure that the necessary equipment is ready before the start of play/lunch time.</li> <li>- Sports ambassadors to lead playtime activities.</li> <li>- Continuously adapt the provision to meet the needs of</li> </ul>	£2350 (OPAL Fee)  £2,000 (Sports Coach)  £0 (Staff take an early lunch so that they can cover lunchtime)	<ul style="list-style-type: none"> <li>- Lunchtime has been extended to 1 hour 5 minutes to ensure pupils have the opportunity to engage in a exercise for longer.</li> <li>- We have years 1-6 out at break and lunch at the same time that allows the older pupils to have a leadership role.</li> <li>- OPAL has transformed break and lunchtime to offer something for everyone by opening the whole of the school grounds. Zones include:               <ul style="list-style-type: none"> <li>-3 football pitches</li> <li>-2 climbing frames</li> <li>-Forest school</li> <li>-Mud pit</li> <li>-Sports games lead by sports ambassadors</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Reduced staffing as children are able to do their own risk assessment.</li> <li>- OPAL fee is now paid.</li> <li>- Ask for donations to use play equipment.</li> <li>- Enter free schemes such as, 'Sports Slam'</li> <li>- Target specific children who don't engage in 30 minutes and find out what they would like to do.</li> <li>-Pupils voice to see what new zones they would like to see.</li> <li>-Survey pupils' engagement outside of school.</li> <li>-Pupils are aware of how much exercise they should be participating in and out of school.</li> </ul>

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	<p>the children.</p> <ul style="list-style-type: none"> <li>- Identify any pupils that are not active at playtime .</li> <li>-Discussions with those that aren't active and remove barriers.</li> <li>-Replenish equipment</li> <li>- Assembly to inform children of how much they should be exercising</li> </ul>	<p>£0</p> <p>Used donations and Sports Slam Equipment</p>	<ul style="list-style-type: none"> <li>- Mini golf course</li> <li>-Music area</li> <li>- Den building</li> <li>- Loose parts</li> </ul> <p>- Class competition of a bingo board provided us with a wide range of donated equipment which has enhanced our provision.</p> <p>- Pupils aware of how much exercise they need to do in and out of school.</p> <p>- Majority agreed that they do over 30 minutes and of that group of people most said they exercised for more than 45 minutes in school on days when they don't have PE.</p>	
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<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				49% £9411

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:
To provide 2 hours of high-quality PE lessons for all pupils.	<ul style="list-style-type: none"> <li>- Long-term plan ensuring all national curriculum is covered.</li> <li>-Timetable for both halls.</li> <li>- Provide a scheme of work with detailed lesson plans for each unit of study.</li> <li>- Children allowed to come to</li> </ul>	<p>-£495</p> <p>(Get Set PE Scheme)</p>	<ul style="list-style-type: none"> <li>- Staff members are confident in using the scheme and we have all the equipment to deliver the lessons.</li> <li>- Videos are available to show the correct technique if a staff member doesn't feel</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to purchase scheme, received a discount for renewing saving £55.</li> <li>- Adjust long term e.g move gymnastics to Autumn 2 so we can work outside in Autumn 1.</li> </ul>

	<p>school in PE kit on PE days to maximise allocated PE time.</p> <ul style="list-style-type: none"> <li>- Sports coach to deliver 10 PE lessons a week</li> <li>- PE coordinator and specialist sports coach to support teachers and provide support/coach in sports which they are less confident with.</li> <li>- Information provided on how to tailor the session to cater for everyone's needs.</li> <li>- Ensure that we have all the necessary equipment</li> </ul>	<p>-£6,600 (Contribution to sports coach salary)</p> <p>-£2316</p>	<p>comfortable modelling it.</p> <ul style="list-style-type: none"> <li>- Specialist sports coach has been on hand to give advice along with PE coordinator that has provided staff with reassurance that they are delivering is correct.</li> <li>- Sports equipment has been purchased to ensure that multiple games can be played at once during PE lessons.</li> </ul>	<ul style="list-style-type: none"> <li>- Adaptations to all lessons to cater for SEND pupils.</li> <li>- Use STEP to provide differentiation.</li> <li>- increase/decrease space.</li> <li>- Task increase/decrease target or use other hand/foot.</li> <li>- Equipment e.g smaller ball to make it harder.</li> <li>-People – Change partners. This can be so abilities are paired together or pupils that are succeed they take up a leadership role.</li> <li>- All equipment is available for all Get Set PE lesson plans.</li> </ul>
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation: 13% £2543
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:
To provide CPD for ALL staff	<ul style="list-style-type: none"> <li>- Provide PE scheme</li> <li>- Make staff aware of free training opportunities provided by GSSP.</li> <li>-Observe lessons</li> <li>- Provide constructive feedback on observed lessons.</li> <li>- Opportunities to observe good practise.</li> </ul>	<p>£495 – Paid for Key indicator 2.</p> <p>£2,375 (SSP Affiliation)</p>	<ul style="list-style-type: none"> <li>- Staff are happy with the Get Set PE scheme.</li> <li>- Monitoring showed that classes were following the scheme and that both classes in the year group were at the correct point.</li> <li>- Provided positive feedback with suggestions on how to</li> </ul>	<ul style="list-style-type: none"> <li>-Survey Staff to find out where they need support. Use GSSP training to support any staff.</li> <li>-Provide whole school CPD on areas of weakness. Continue to monitor PE lessons.</li> <li>-ECT is now comfortable</li> </ul>

	<ul style="list-style-type: none"> <li>- Provide sports coach to work alongside ECT.</li> <li>-MR to attend 3 x network meetings and PE conference</li> </ul>	£168	<ul style="list-style-type: none"> <li>improve.</li> <li>- ECT observed sports coach.</li> <li>-ECT shadowed sports coach and worked together in multi-skills unit.</li> <li>- Network meeting provided with networking opportunities, competition dates and training.</li> </ul>	teaching multi-skills.
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<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				10% £2015

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:
To give all pupils the opportunity to participate in at least sporting after school clubs	<ul style="list-style-type: none"> <li>- Encourage staff to run after school clubs that they are passionate about.</li> <li>- Ask children what after school clubs they would like.</li> <li>-Use coaches to have a wider variety of after school clubs.</li> <li>- Monitor who has done what clubs</li> <li>-Create a waiting list and give them priority in the next term.</li> <li>-Target pupils that don't participate in ASC to identify barrier</li> <li>- Multiple clubs on one night so siblings can attend.</li> </ul>	<ul style="list-style-type: none"> <li>-£1535 (Sports coach salary)</li> <li>-£400</li> </ul>	<ul style="list-style-type: none"> <li>- Long term plan showed a variety of after school clubs each term for every year group.</li> <li>- Provided clubs for the most popular activities from child survey.</li> <li>- Spaces are advertised on our weekly newsletter.</li> <li>- Multiple clubs on one night has allowed parents to pick up all their children at 4:15pm.</li> <li>- Breakfast club was a success and it ensured children were on time for school</li> </ul>	<ul style="list-style-type: none"> <li>-Make sure all parents know how to book a club via arbor.</li> <li>-Parents know that on the last day of the half term clubs go live on arbor at 3pm for the following term.</li> <li>-Continue pupil voice to offer most popular sports.</li> <li>-Target children who don't attend and provide opportunities.</li> </ul>



	- Trial breakfast club			
To provide enrichment opportunities to watch elite sport.	<ul style="list-style-type: none"> <li>- Take part in the Newcastle Eagles 'Chance to Shine' Project</li> <li>- Year 5/6 – 18<sup>th</sup> November</li> <li>- Year 3/4 – 31<sup>st</sup> March</li> <li>- To invite sporting professionals to inspire children.</li> </ul>	£80	<ul style="list-style-type: none"> <li>- Children inspired by watching elite sport.</li> <li>- Since the event many of our pupils have started playing basketball for Cardinal Hornets.</li> <li>- Many pupils regularly go to watch Newcastle Eagles.</li> <li>- Pupils' confidence grew as they performed in front of 2,000 people.</li> <li>- Over the 2 matches we sold over 160 tickets.</li> <li>- Keiron Reilly (BMX European Gold Medalist) has agreed to come in to school and video has been shown to classes of winning gold medal.</li> <li>- Pupils are inspired and have the belief that anything is possible after a former pupil is current BMX European Champion.</li> </ul>	<ul style="list-style-type: none"> <li>- Discount tickets offered to Lingey House pupils.</li> <li>- Provide the same opportunity next year.</li> <li>- Finalise a date with Keiron when he is back in Gateshead.</li> </ul>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6% £1071
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:
To celebrate individual & whole school sporting achievements across the wider curriculum	<ul style="list-style-type: none"> <li>- Publish school's sporting success on social media and weekly newsletter.</li> <li>- Share success as part of school assemblies.</li> <li>- Encourage children to bring in certificates, medals, and trophies to celebrate their success with their peers.</li> </ul>	£0	<ul style="list-style-type: none"> <li>- Pupils are proud to bring in their certificates, medals and trophies.</li> <li>- Photos of the children are celebrated on PE displays in main hall.</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to develop links with clubs to promote opportunities and provide a platform by inviting them in to deliver free coaching sessions.</li> <li>- Continue to update the display with new photos each term.</li> <li>- Create a document showing local clubs for each year group.</li> </ul>
To provide competitive sporting opportunities for all children	<ul style="list-style-type: none"> <li>- Enter events for years 1-6</li> <li>- Annual Sports Day</li> <li>- Enter 2/3 teams where possible.</li> <li>- Purchase additional football kit.</li> <li>- Signpost pupils to local clubs.</li> </ul>	<ul style="list-style-type: none"> <li>£42 Stickers</li> <li>£970 Transport</li> <li>£59</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils represented their house, which developed teamwork.</li> <li>- All pupils received stickers when they succeeded.</li> <li>- We have a matching kit for the whole team.</li> <li>- Pupils are aware of opportunities outside of school.</li> </ul>	<ul style="list-style-type: none"> <li>- We have two football kits.</li> <li>- Maintain SSP membership and enter competitions.</li> <li>- Make links with Whitemere Primary School to have regular sporting competition without transport costs.</li> </ul>