

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 improvement. This document will help you to review your provision and 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. **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

Created by: To see a sample of how to complete the table please click



PE and Sport Premium Partnerships Trust



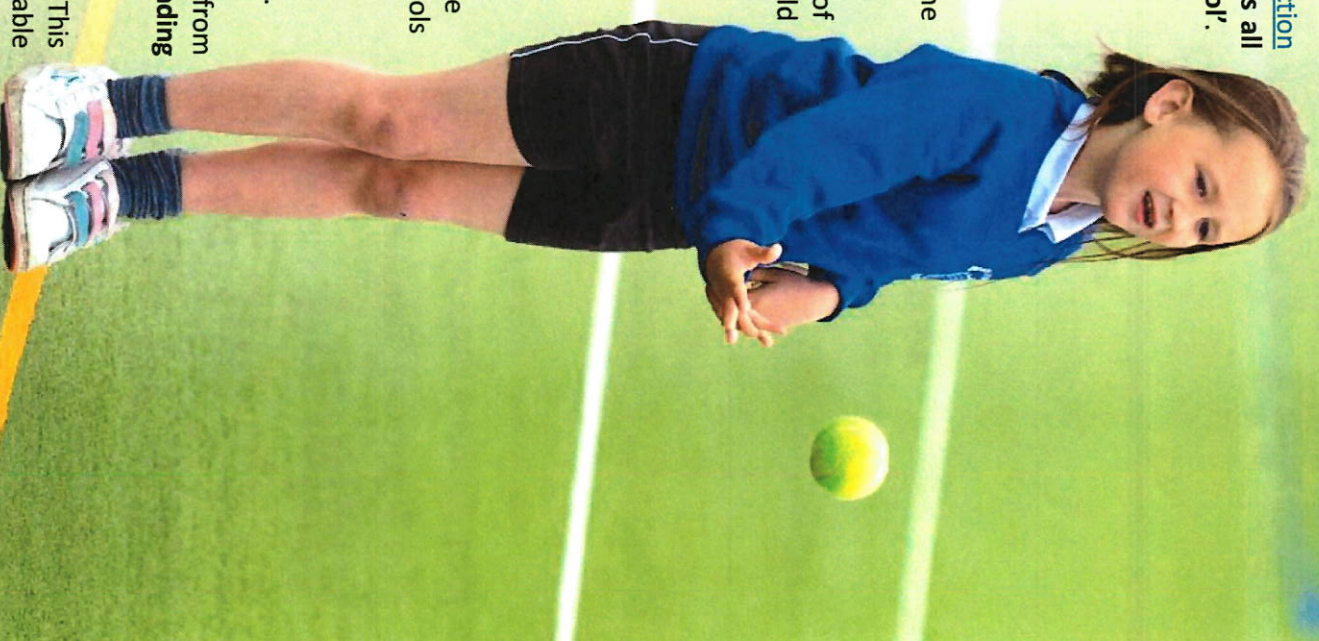
LOTTERY FUNDED



UK COACHING



LOTTERY FUNDED



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£17,800
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17,789.18
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 13,533

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?	89%
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 2022. Please see note above	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	89%
Please see note above	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	89%

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?	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

Academic Year: 2022/23	Total fund allocated:	Date Updated:13/7/2023		
Key indicator 1: The engagement of all 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: 80%	
Intent	Implementation	Funding allocated:	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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To update or replace broken or old equipment essential for PE lessons. This will allow teachers the ability to teach active and engaging lessons for all pupils	To audit the PE shed to see what equipment we have and what is broken/needs replacing To send out a questionnaire asking staff what equipment they use and if there is any equipment they want purchasing.	£1235	PE lead to monitor equipment to ensure it is being used properly and well by both staff and pupils. Observations also so lessons are active and pupils are engaged.	To appoint Year 6's to organise and keep the PE shed tidy. To audit the equipment for safety purposes to check it is still usable
	Look up the equipment and purchase			To give an assembly about respect of equipment
To update, replace and purchase new equipments which will allow pupils to be active at both break and lunchtimes	To audit the breaktime shed to see what equipment we have and what is broken/needs replacing Have a meeting with school council to talk about what equipment they would like purchase To discuss with lunchtime supervisors as to the equipment the	£3352	Observations by staff they have commented on how active the children are at break/lunchtime. "The children love using the equipment both independently and adult run sessions."	PE Lead to give a talk to every class about how we look after equipment. It will all be stored in a locked shed with Year 6 regular tidying, pumping up balls and keeping care of the equipment.

	children enjoy to play with			
To create an affordable after school club and offer to our least active children first from a list from teachers and pupil questionnaires.	Look up the equipment and purchase To send out a questionnaire to pupils on their activity in and out of school To collaborate the results and form a list To get the office to send out invitations to the club and create a list of pupils attending	£3000	A range of children have been able to access clubs this year across the school. Both individual sports and multi-skill sessions were provided in order to get as many children active and involved in sport as possible.	To negotiate keeping them on for future years. To still use the money to make this club affordable and accessible for all.
To develop the outdoor provision for KS1 children to ensure children have engaging activities to develop both fine and gross motor skills	To discuss with class teachers the areas of need To ensure equipment is suitable to develop fine and gross motor skills	£3224	The development of provision allows children to continue to develop their fine motor skills independently through child led learning. The children are able to develop a range of grips and also their hand eye coordination. Miss KIlvington mentioned- 'It has been amazing to see the children independently improve their fine and gross motor skills. Both of which are applicable both in and out of the classroom. '	To ensure equipment is stored correctly and audits are completed to check equipment is safe to use. To evaluate with KS1 teachers which pieces of equipment were effective and what to repurchase.
Children who have been selected as Sports Leaders will continue to engage children in positive activities at lunchtimes and break times throughout the week.	Children are continuously upskilled on games and activities by staff members to ensure the positive activities are engaging the children who are wanting to participate. This will be offered to all children at the school. The children's skills are developed as part of their PE lessons in the Autumn term.	£36	KS1 children are more active on break and lunchtimes as a result of guidance for the sports leaders. The children are given support and ideas on how to use equipment safely and apply to their own play. 'At break and lunchtimes, its been lovely to see the increase in confidence of the children in Y5/6 when delivering sessions as well as the younger children	To ensure a structured timetable is developed in order to allow different play leaders to lead different games. To make sure activities are changed and kept exciting and engaging.


				working in small groups' Mrs MacLennan	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					
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:	Percentage of total allocation: 1%
Throughout the academic year staff will be updating the school community by using different social media tools such as the school website, Seesaw and twitter.	PE lead to monitor the social media outlets such as twitter and to ensure that they are constantly being updated.	£0	The school website and social media outlets are updated when new sporting events or tournaments have been attended by the children. We have created are our own hashtag on twitter #TockPE	PE lead and staff members will continue to take evidence of children attending events/tournaments and showing good practice in PE and sport. This evidence will then be uploaded to social media outlets so the school community can view it	
Encourage healthy eating habits and understanding of nutrition across the school	Ensure that suitable equipment is provided which allows the children to learn about, plan, prepare and cook healthy meals.	£85	Children are able to make the correct choices about the foods in which they eat.	To ensure that equipment is stored correctly.	
Increase the amount of girls taking part in organised sport during break and lunchtimes	The school took part in 'The Girls Biggest Ever Football Session' which then led onto Wednesday break times being dedicated to girls football. PE lead runs multiple sessions for KS1 and KS2 children to take part in.	£0	There has been a significant increase in the amount of girls taking part in football both during the girls session as well as normal break and lunchtimes. We have really enjoyed breaktime sessions. I has allowed us to increase our confidence' Y6 girl	To increase the time dedicated to girls football sessions. To make sure equipment is maintained	

			 <p>Miss Stanton writes: stanton, j4 - 08/03/2023 Today Tockwith girls took part in 'The Girls Biggest Ever Football Session'. We had girls all the way from reception up to Year 6 participating! Well done Team Tockwith!@tockwithcode</p>	
--	--	--	---	--


Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport


Percentage of total allocation:				
5%				
Intent	Implementation	Funding	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:	allocated:	Evidence of impact: what do pupils now know and what can they do now? What has changed?:	Sustainability and suggested next steps:
A PE specialist is employed by the academy trust to liaise with the PE lead at the school and support all the teaching staff to help improve their confidence, knowledge and skills when delivering a PE lesson.	The PE lead at the school will meet £0 with the academy trust PE specialist or a regular basis to discuss and outline the main needs of PE for the school		The PE lead and Ebor Trust Specialist met 3 times throughout the year. The main discussion points were based on how the PE premium is being spent by the school, the importance of upskilling staff and creating a PE	The PE lead will continue to meet with the academy trust PE specialist on a regular basis and discuss how to improve certain areas of PE provision within the school


				assessment criteria.	
Develop teacher confidence and understanding of Physical Education or Physical Activities by providing CPD delivered by external providers	PE lead to source any providers that would help improve staff confidence when delivering our PE curriculum	£700	Specialist coaches have come into school to deliver rugby sessions with three different class teachers. These teachers were chosen based on the results of a staff audit and also curriculum content. Miss Davidson said 'It has been really useful having our sessions with Mark. He has given me lots of ideas and knowledge which I can transfer into my own teaching'	PE lead to liaise with staff about confidence in other areas and source any providers to help support and deliver sessions	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils					Percentage of total allocation: 11%
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:	

Additional achievements: To purchase bike equipment for KS1 after a bike track was put onto the KS1 playground. This will allow children to learn how to balance and manoeuvre around obstacles	To look for them online To email the office for purchase To put into the PE cupboard when arrive and train all KS1 staff on how to use it	£1341	Bikes were purchased towards the end of the school year so impact was not yet evident.	EYFS and Y1 teacher will give a talk to her class about how to use and look after the bikes. To store them safely and securely
Provide children with a wider variety of sporting opportunities	To book an after schools golf session To attend T20 at Headingley for KS2	£180 £0	Exposing the children to a wider variety of sport has meant that they are being more active in their own time, 	To look at different experiences for next year.

Key indicator 5: Increased participation in competitive sport	Percentage of total allocation:
---	---------------------------------

					3%
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:
Introducing children to new and different sports or activities to try and engage children in positive activities during school time	PE lead to apply for activities	£300 - transport	<p>15 children from KS2 were chosen to go to the Brownlee Brothers Foundation triathlon event at the John Smeaton Leisure centre.</p> <p>Miss Samson @miss_samson_Y4 - 15/05/2023 A lovely day spent at the John Smeaton Leisure Centre with 15 children from KS2 taking part in a triathlon. Thankyou so much for having us, the children loved it! @ABrownleeTriathlon, @brownlee @rockpe @rockwithlife</p> 		Increase the number of children participating in future years, focusing on those children who haven't represented the school.
Introducing children to new and different sports or activities to try and engage children in positive activities after school or during the weekend	PE lead to work with other staff members to lead after school activities	£88- costumes/props	<p>Children from Year 3 had the opportunity to learn a dance routine and perform at the York Dance Festival at York University. After school sessions were delivered by a school member of staff. We have registered for the event again next year. Props were purchased to enhance the children's performance</p>		Continue to source external providers for different and unique opportunities.

			 <p>Miss Stanton @miss.stanton.94 19/11/2022 A super afternoon spent at the Tockwith Schools Dance Festival! A brilliantly choreographed dance by @tjfrickerng@tjfrickerng who was unable to join us! Well done @TockwithC11 @TockwithC@tjfrickerng</p>	
To introduce house competitions	Each phase hosted an inter house competition where children would apply the skills learnt in that term to a competition against other houses.	£0	Children were exposed to a competitive environment in which they had to show sportsmanship, fairness and compassion to both their own and other teammates.	To plan inter house competitions into the calendar.

Signed off by	
Head Teacher:	
Date:	18 July 2023
Subject Leader:	Karina Stanton
Date:	13/7/2023
Governor:	Sue Corbett

