

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 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 2022.**

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](#).



Swimming Data for Sport Premium Funding 2022 -23

What percentage of children could swim 10 meters at the start of Y4 (Taken from the 2022-23 Y6 Cohort)	36%
What percentage of children could swim 10 meters at the end of Y6 (Taken from the 2022-23 Y6 Cohort)	98%
What percentage of children could swim 25 meters at the start of Y4 (Taken from the 2022-23 Y6 Cohort)	16%
What percentage of children could swim 25 meters at the end of Y6 (Taken from the 2022-23 Y6 Cohort)	81%
What percentage of your Year 4 pupils could perform safe self-rescue in different water-based situations when they started swimming lessons in Y4.	0%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	81%
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>Yes</p> <ul style="list-style-type: none"> • Extra swim teacher and TA used in pool to help children with no water-confidence. • Weekly Booster swim lessons • Tracking system put in place to highlight weakest swimmers • Reward trips to water park to encourage love of swimming • 3 inclusive swimming galas organised every year and run. • School swimming trials run every year to raise profile of swimming • Letters to parents to encourage children to take children swimming. • Vouchers given to parents to take children swimming in hols.

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: £21,076		Date Updated: July 2023	
Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<p>Active Lunchtimes offered on lunch time over both sites.</p> <p>After school sports clubs being run every week.</p> <p>Breakfast & After-School Clubs – encourage children the opportunity of outdoor play, and provides all children the opportunity of a healthy breakfast & evening meal.</p>		<p>Additional members of staff to ensure active outdoor lunchtimes are possible and the children have a variety of activities to play</p> <p>Sports Ambassadors trained to run clubs at L.R. site</p> <p>Playtime equipment purchased</p> <p>TM to ensure a variety of clubs are on offer after school.</p> <p>TM to work with local community sports clubs to get coaches into school for ASA</p> <p>Ensure children have the opportunity to go outside and play when the weather is suitable and ensure appropriate activities are available for them.</p>		<p>Funding allocated:</p> <p>£4,900</p> <p>£1000 for additional TA</p> <p>PE Co-ordinator</p> <p>£500</p> <p>£500</p>	
				<p>Above 60% of KS2 Children participate in an extra-curricular club – Sainsbury School Games GOLD standard.</p> <p>Impact:</p> <ul style="list-style-type: none"> ✓ Pupils are more active in PE lessons ✓ Standards achieved improving with over 80% achieving A.R.E. ✓ Less <u>active</u> children more engaged in PE lessons and are able to access learning easier. ✓ Good retention of change4life children show they are enjoying it. ✓ Increased number of children at breakfast club 	
				<p>Sustainability and suggested next steps:</p> <p>TM to train sports ambassadors to run lunchtime clubs at LR.</p> <p>TM to put together a programme of after school activities, which involves all teaching staff throughout the year. Tm to provide support, training and assistance.</p> <p>TM to work with local community sport clubs to get coaches into school to run some ASA.</p> <p>Ensure that <u>children</u> are encouraged to go outside</p>	

<p>Walking bus provided for children to walk to school from the Grove St. site to the Langton road site every morning and evening.</p> <p>Physical Enrichment activities offered as rewards to children who are working hard in class or to pupil premium children: Ice skating, Swimming, Forest Schools, Walking in Dalby Forest, Camping trips and residential trips to Outdoor Ed Centres.</p> <p>Ensure children have access to the adventure playground at break times</p> <p>The purchasing of high quality PE equipment – to ensure there is enough equipment for children to get maximum participation time in lessons.</p> <p>Purchasing of play time equipment to ensure children are kept active and engaged during break-times and lunchtimes.</p>	<p>TA's to be employed to walk children between the two sites.</p> <p>TM to plan a range of enrichment active enrichment activities.</p> <p>TA to supervise children on adventure playground at break times.</p> <p>TM to take an audit of the current PE equipment and ensure that there is enough equipment for children to use.</p> <p>TM to work with Pupil Voice to identify what play equipment children want at playtimes.</p> <p>Purchasing of new PE equipment and ensuring there is plenty of equipment for children to play with.</p>	<p>PE Co-ordinator</p> <p>£500</p> <p>PE Budget</p> <p>£1000</p> <p>£200</p>	<ul style="list-style-type: none"> ✓ Behaviour at lunchtimes improved as children have a focus at clubs. ✓ Homework and behavior improved as children can only attend a lunchtime club if these two conditions have been met. ✓ Enrichment activities have proven a good motivation for children to work hard in class. ✓ Enough equipment to ensure children get the maximum 'active' time in lessons. ✓ All children are able to access PE lessons with the correct kit. Chn feel more comfortable and confident having the same kit as everyone else. ✓ Improved behavior at playtimes & lunchtimes when children have access to balls and skipping ropes etc. 	<p>and be active at breakfast clubs</p> <p>TM to plan a range of enrichment active enrichment activities.</p> <p>Adventure Playground has proved hugely popular with Chn at playtimes – need to ensure that it is supervised by a TA or lunchtime supervisor.</p> <p>Ensure school equipment is well looked after and stored away properly for long lasting use.</p>
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<p>Ensure all children have a PE kit suitable for taking part in PE lessons</p> <p>All children being able to ride a bike by the end of primary school .</p>	<p>Shelving built into both changing rooms at L.R. to store spare kit. Large shelving unit purchased for G.S.</p> <p>TM to check with class teachers which chn need PE kit purchasing. Purchahse spare PE kit to be available in changing rooms throughout the year.</p>	<p>PE Co-ordinator</p> <p>£1200</p>	<p>✓ No children miss their PE lesson due to incorrect or no kit.</p>	<p>TM to take regular audits of the current PE equipment and the PE kits for children.</p> <p>TM to take regular audits of play equipment and liaise with playground supervisors to ensure plenty of equipment is available and suitable for play.</p>
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Key indicator 2: The profile of Physical Education School Sport & Physical Activity PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 17%
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: £3,500	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>At least one inter-house tournament run every half term in a different sport. The winning team has their picture displayed on the noticeboard in the school corridor.</p> <p>A comprehensive calendar of Inter-school tournaments</p> <p>Winning teams are announced in the School Assemblies – with the winning team brought to the front of the assembly and acknowledged by the whole school.</p> <p>Our schools values system which is based on the Olympic and paraolympic values are celebrated every week, and the winner of the weekly draw goes on an active school trip.</p>	<p>TM to ensure inter-house tournaments are run every half term and winning teams photos are displayed.</p> <p>Enter Norton CP into the local cluster tournaments and TM to organize tournaments at school, inviting other schools to attend.</p> <p>Norton CP to pride themselves on ensuring all children have the opportunity to play in a interschool tournament, whilst ensuring that they are highly competitive in all tournaments.</p>	<p>PE Co-ordinator</p> <p>PE Co-ordinator</p> <p>PE Coordinator</p>	<p>Noticeboards are regularly updated with photos of winning teams.</p> <p>Children continually bring in photos to celebrate their sporting success in the community.</p> <p>All last year’s Y6 children played in at least 1 inter-school tournament.</p> <p>Norton CP won the following tournaments: Boys football Girls football Tag rugby Netball Cricket</p>	<p>TM to work with Norton College PE staff and organise & run tournaments, due to the size in demand of schools wanting to attend and the Primary school grounds no longer big enough. Also provides an excellent opportunity for primary-secondary transition.</p> <p>TM to continue overseeing inter-house tournaments and ensuring KS2 staff are running one every half term and noticeboards are updated.</p>

<p>Year 6 Sports Ambassadors & House Captains chosen every year based on their excellent commitment to sport and sportsmanship values. Each child is awarded a badge and photos to be displayed on school corridor.</p> <p>Celebrating sporting success outside of school boards. Displaying children playing sport outside of school & their achievements.</p> <p>Children need to have a positive attitude to their learning at school and home-learning in order to be selected for teams.</p> <p>Children to feel proud of representing their school and comfortable in a new sports kit</p>	<p>Ensure the weekly draw is carried out every week in good work assembly and children get to go on the reward trip.</p> <p>TM to consult with LP on suitable children for roles. Badges to be purchased. Photos to be displayed on the PE board.</p> <p>Folders set up for class teachers to drop photos of children's successes outside of school. To be printed off and displayed on noticeboard.</p> <p>Class teachers to keep a record of children who have completed their homework and inform TM.</p> <p>TM to purchase new School Sports Kit</p>	<p>PE Co-ordinator</p> <p>PE Co-ordinator</p> <p>PE Co-ordinator</p> <p>£200</p>	<ul style="list-style-type: none"> ✓ Children have said that they feel proud to represent the school. ✓ Children see it as important to win their house competitions but ultimately good sportsmanship is the most important. ✓ Children are nervous but excited to go up in assemblies to collect their certificates. ✓ Improved behavior to ensure they get the chance to play in the tournaments. ✓ Children comment that playing sport is part of an active healthy life ✓ Children feel proud to see their picture in the corridor. ✓ Children aspired to be sports and house captains in Y5 ✓ Increased number of pieces of homework handed in due to trips and clubs incentives. <p>Inspire children to play for the school team</p>	<p>TM to continue managing the Norton Values system – ensuring staff receives training on how the system works. Ensure a weekly draw takes place every week at both sites and a trip is planned each term for both sites.</p> <p>Ensure the new kit is well looked after, collected in and washed at school so it does not get lost.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				64%
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: £13,000	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
One staff training session per term on teaching P.E. led by the PE Co-ordinator.	TM to lead PE staff training. Sessions made relevant to the sports the teachers will be teaching that term.	PE Co-ordinator	Teachers feel more confident teaching PE and understand the importance of the subject – resulting in the children getting better physical education.	Improve curriculum teaching
Develop TA's swimming knowledge by working with experienced instructors in the pool to reduce the ratios of 'beginner swimmers' to adults.	TM to identify suitable TA's to upskill their swimming knowledge so they are confident to support beginner groups.	PE Co-ordinator	<ul style="list-style-type: none"> ✓ Over 80% of all year groups had children at A.R.E or above in PE ✓ Use of TAs in swimming lessons dramatically improved beginner swimmers in Y4 lessons ✓ Change of approach to booster swim <u>lessons</u> which has led to an importance on water confidence before stroke development. Leading to more confident swimmers. ✓ Child to adult ratio in the beginners section of the swimming pool halved – leading to an increase in progress. 	Develop TA's swimming knowledge by working with experienced instructors in the pool to reduce the ratios of 'beginner swimmers' to adults.
Add an additional member of staff to lead lunchtime sports clubs on the Grove St site.	TM to train a TA to lead lunch time clubs at the Grove St. site.	£12000		Add an additional member of staff to lead lunchtime sports clubs on the Grove St site.
TM to continue to team teach with members of staff across different year groups.	TM to continue to team teach with members of staff across different year groups.	PE Co-ordinator		TM to continue to team teach with members of staff across different year groups.
Purchasing of appropriate PE equipment.	TM to buy high quality PE equipment within the allocated budget.	PE Budget £1,500		Purchasing of appropriate PE equipment.
Effective line markings for winter and summer have been carefully designed to help maximize the use of space and help teachers in their delivery of PE lessons.	TM to ensure correct line markings are put down for the different seasons to enable the	PE Co-ordinator		Effective line markings for winter and summer have been carefully designed to help

	<p>most effective teaching.</p>		<ul style="list-style-type: none"> ✓ Teachers becoming much better at following the 90% - 10% active ratio in lessons. ✓ Better differentiated lessons using the three pitch structure TM has promoted. ✓ Teachers feeling more confident at delivering PE lessons. ✓ Teachers regularly using TM for questions and clarity of PE lessons ✓ Line markings have ensured PE lessons are more active. ✓ Ample equipment has increased the amount of active time children have in lessons leading to more progress being made. ✓ Staff feel more confident running inter-house tournaments 	<p>maximize the use of space and help teachers in their delivery of PE lessons.</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:
				19%
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: £4000	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
TM to work with local sport clubs to get club coaches to run after school clubs and arrange taster sessions where possible.	Community dance, gymnastics, rugby and golf coaches have all delivered after schools clubs this year. Golf and rugby coaches have provided taster sessions to all children in Y6 in PE time.		Make children aware of the sport clubs on offer in the local community, give them a taster of these sports, which hopefully leads to children joining the club outside of school	Clubs to be run at a discount rate for Norton CP children to give them introductory access to a local club – which hopefully they will join independent of school. Coaches MUST BE attached to a community sports club. Independent coaches will not be used.
Encourage less active children to have more opportunity to go to appropriate tournaments	Working with the SGO, TM has ensured that Norton CP has entered more inclusive events like dodgeball & Pentathlon.	£3000		TM to continue working with the SGO, to ensure events are appropriate and dates don't clash.
Offer Cycling sessions and booster cycling sessions throughout the year	CJ & TM timetabled once a week to run cycling sessions every Thursday morning.	PE Co-ordinator	A growing number of children have no experience of riding a bike (23% Y5), with school bikes and equipment we can get 100% of children able to ride a bike by the time they leave primary school	CJ & TM timetabled once a week to run cycling sessions every Thursday morning.

<p>Tour de Norton Bike Ride</p>	<p>TM to plan Y6 Big Bike ride every year</p>	<p>PE Co-ordinator</p>	<p>Over 90% of all Year 6 children completed on-road Level Two Cycle Awareness – Many using school bikes and helmets.</p> <p>Y6 children aspire to be able to ride in the Tour de Norton ride – and so encourages children to practice riding their bike at home.</p>	<p>TM allocated time to plan and organise the event.</p>
<p>Maintenance of school bikes</p>	<p>Maintenance of school bikes by TM & CJ</p>	<p>PE Co-ordinator</p>		<p>Maintenance of school bikes by TM & CJ</p>
<p>Swimming ability of all children to improve – to give them access to a wider range of water sports.</p>	<p>TM & CJ timetabled once a week to deliver booster swimming sessions to the weakest swimmers at school.</p> <p>Weekly swimming lessons once a term for Y4,5 & 6. TM & TAs support weakest swimmers in these sessions</p> <p>Swimming galas organised for more able swimmers both inter-school and inter-house</p> <p>Flamingo Land Splash Zone reward trip</p>	<p>PE Co-ordinator</p>	<p>From a starting point in Y4 – only 36% could swim 10m. By the end of year 6 – 98% could swim 10m and 81% could swim 25m and perform safe self-rescue.</p> <p>Norton CP able to enter 3 teams into the Inter-schools swimming gala</p> <p>Promotes a love for swimming Encourages good attitudes to learning including homework, reading and tables practice at home.</p>	<p>TM & CJ timetabled once a week to run booster swimming sessions.</p> <p>TM to monitor and track swimmers progress.</p> <p>TM to organise both inter-school and inter-house swimming galas.</p> <p>TM to organise 2 trips a year</p>

Gardening clubs	A purpose built gardening area built on each site to allow children to participate in a gardening club	PE Co-ordinator	In response to a clubs survey a number of children indicated they would like to attend a gardening club. Encourage children to be physically active through gardening and learn about where their food comes from and the benefit of a healthy diet.	TM to run a gardening club at LR.
Year 5 camp	All children in Y5 have the opportunity to attend an overnight residential trip: learning bushcraft, orienteering and camping skills	PE Co-ordinator	96% of all children attended an overnight residential before leaving primary school.	TM to be given time to plan and co-ordinate the Y5 camp. PP children are offered a free place on the trip
Outdoor pursuits residential: East Barnby:	All children in Y6 offered the chance to attend a week long residential trip: learning surfing, rock climbing, canoeing, gauge walking, sailing		All children who visited East Barnby tried an activity they had never tried before and felt a great sense of pride and a new resilience after completing the week.	TM to be given time to plan and co-ordinate East Barnby residential. PP children are offered a partially funded or fully funded place on the trip
Forest Schools	Children identified by TM and LP are given the opportunity to take part in Forest School sessions once a month at W. Heslerton	PE Budget £1,000	Improves children self confidence and self esteem through attending the sessions	TM to be timetabled once a month to take children for an afternoon of Forest Schools at West Heslerton school.
The purchasing and maintenance of quality equipment to allow children the opportunity to play a wide range of sports.		PE Co-ordinator		TM to regularly audit PE

<p>Change for Life Clubs organised every week targeting those who are least active</p>	<p>TM to identify least active children and socially weak children who would benefit most from these clubs through PE lessons and liaising with class teachers.</p>		<p>✓ Attendees of change4life club improved childrens self-confidence in whole school life as well as notably in PE lessons</p>	<p>equipment</p> <p>TM to track and review with LP, ND and class teachers which children would benefit the most from the change4life clubs.</p>
<p>Design after school clubs around the sports they want to do.</p>	<p>TM to conduct a survey across all year groups about which clubs they enjoy and which they would like to do in the future.</p>		<p>Increase in the number of children attending after-school clubs. Help identify the type of clubs both PP and the least active would like to join.</p>	<p>TM to conduct survey regularly to check after school clubs are still appropriate.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10%
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: £2025	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
All KS2 children to participate in competitive tournaments	An inter-house tournament is run Y4,5,6 every half term. School cross country Inter-house event organised every year for every year group by TM	PE Co-ordinator	Years 4,5,6 all participated in the following Inter-house sports: Netball Football Tag Rugby Swimming Cross Country Rounders Athletics Roughly 50% of Year 6 children had the opportunity to officiate matches.	TM to continue organizing the Interhouse tournaments for KS2 and develop teachers so they feel confident leading them. Children to be encouraged in PE lessons to take on officiating roles. Sports ambassadors and House captains to be selected every year.
Norton CP organise a range of tournaments, throughout the year for other local primary schools to attend.	Due to the large number of schools now wanting to attend these tournaments and to improve the Primary - Secondary transition – TM organises these events at Norton College		With the tournaments being held at Norton College (walking distance from the Primary school) More children can attend the event	TM to continue liaising with with Norton College PE dept when organising events.
Encourage less active children to have more opportunity to go to appropriate tournaments	Working with the SGO, TM has ensured that Norton CP has entered more inclusive events like dodgeball & Pentathlon.		The less active have attended more sports tournaments and a wider variety of sports.	TM to continue working with the SGO, to ensure events are appropriate and dates don't clash.

<p>Norton CP is part of the local cluster sports partnership run at MCSC.</p> <p>Releasing of an extra members of staff on Wed afternoons to ensure we can take 4 teams to each cluster tournament.</p> <p>Purchasing of the school mini-bus: Putting 2 new members of staff through their Midas training.</p> <p>TM to organize and promote inter-school tournaments held at Norton CP school.</p>	<p>Timetable tournaments so there are minimal clashes in the school diary.</p> <p>Ensure there is suitable cover arranged for extra members of staff.</p> <p>Ensure mini-bus is serviced and in safe working condition</p> <p>TM to effectively communicate with local primary schools tournament dates and work with the local secondary school to provide sports leaders.</p>	<p>£225 PE Co-ordinator</p> <p>£1800</p> <p>Apportioned cost of mini-bus</p>	<p>See attached a calendar of events for all Inter-school events entered last year. For the level 1 tournaments held at Norton CP and MCSC – 4 teams were entered in each tournament.</p> <ul style="list-style-type: none"> ✓ PE Sports mark Gold standard met ✓ Norton CP managed to go through to the district finals last year in: <ul style="list-style-type: none"> Girls Football Tag Rugby Cross Country Swimming Cricket ✓ 100% of all KS2 children participated in Inter-house competitions. ✓ Children’s attitude to competitive sport has significantly improved and children now often show good sportsmanship. ✓ Attitudes around competition and behavior has improved in lessons. ✓ Children enjoy the responsibility of refereeing matches and helping in the running of tournaments. ✓ Staff feel more confident running inter-house 	<p>Continue to pay into the MCSC tournaments every year.</p> <p>Maintenance of school mini-bus.</p> <p>TM to continue organising and promoting inter-school tournaments at Norton CP</p>
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<p>A competitive Sports Week, where children can compete and win certificates and badges both as individuals and as House Teams.</p>	<p>TM to organise Sports Week</p>		<p>tournaments ✓ Every child in year 6 had the opportunity to play in an interschool tournament.</p> <p>Everyone in school having the chance to both compete and spectate in competitive sport. Y6 pupils have the opportunity to help organise and officiate.</p>	<p>TM to continue organising and evaluating Sports Week.</p>
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Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	