Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Whingate Primary School
PE School Development Plan
For 2023 - 2024

Commissioned by

Department for Education

Created by

association for Physical Education

YOUTH SPORT TRUST

Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£1,506.61
Total amount allocated for 2022/23	£21,212.61
How much (if any) do you intend to carry over from this total fund into 2023/24?	£1,646.01
Total amount allocated for 2023/24	£19,456 TBC
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024	£21,102.01

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke?	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	
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?	

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: 2023/2024	**Total fund allocated:** **£21,102.01** **Provisional Budget Allocated:** **£21,030**	**Date Updated:** Sept 2023	
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: 12% - £2500
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?:
Children to be able to access a range of fully functioning equipment that will engage, enhance and improve children's physical capabilities. This will work alongside the Long Term Plan and expectations of 2hrs of PE a week in school – already set up.	- Regular check PE cupboards to ensure that they are accessible and tidy. - Ensure staff alert a member of the team if any equipment needs replacing/ we do not have enough of/ do not have the correct equipment for units. - Regularly check stock levels and replenish equipment as necessary. - Book The Bikes College for servicing of balance bikes in July. - Any Balance Bikes that are damaged, are to be returned to the Bikes College for	Equipment Replenishment 2000 Balance Bikes Servicing 500	

	fixing.			

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 7% - 1490
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:
Children to be able to access/ be chosen to access a lunchtime club once a week. Alongside this, we aim that all children are able to access equipment that supports the skills they are learning through the curriculum during breaks and lunches.	- Book Premier Education to cover lunchtime clubs. - SB to enquire with local schools and community groups re using their minibuses at a reduced cost. - Booking of transport for events - that cannot realistically be accessed on foot. - Ensure that there is adequate equipment available at break times and lunchtimes. - Replenish and replace equipment where needed.	Trasport to comps 500 Lunchtime Club full year 780 Lunchtime Equipment replacements 210		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 27% - 5775
Intent	**Implementation**		**Impact**	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested

what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
All staff to be confident in what they are teaching and know where to access support if needed. As well as Subject Leaders to be experts in their field to enable them to support staff to teach and assess PE in school.	- Find and research companies that we would like to deliver CPD and provision in school. - Book the company/ choose days. - Make a timetable - listening to teacher voice for the CPD support. - Ensure the provider understands the aim of the CPD. - Gather feedback from the teacher/s who have had CPD. - Attend the SSP meetings and ensure that the Rhinos representative knows where they will be supporting, as above. - Book and attend all training for subject leaders with the SSP. X 3 for the year: Session 1: SB and NS Session 2: SB Session 3: SB and HN	Premier Education - CPD 2925 Rhinos CPD 1850 Subject Leader Cover 1000		

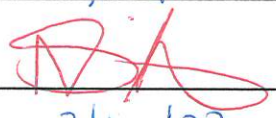
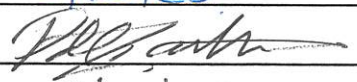
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation:
	19% - 3900

Inte nt	**Implementati on**		**Impa ct**	
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
All children to be exposed to a range of skills through sessions that are not taught during taught curriculum PE.	- Research local companies/ charities that come into school to deliver - Choose a provider. - Book OAA days for whole school. - Meet with above provider to ensure that the skills taught match the OAA skills progression document. - Make a timetable for the days and share with all staff. - Book Skipping school for Y4 and Y2. - Book Y2 and Y4 skipping festivals. - Share skipping festival dates with relevant staff. - Attend booked events. - Speak to EL re booking the Christmas Dance workshop and an additional Summer Dance workshop. - Book EL. - Share with staff the timetable for the dance days. - Collect staff and pupil voice after events.	OAA Days 2500 Dance Days 700 Skipping Festivals 700		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 35% - 7365
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:
We are to regularly attend external sporting competitions. Children to understand what competitive sport is and be able to regularly take part.	- Taught curriculum to be made to ensure that KS1 is skill based and KS2 is progressively sport based - where children are taught rules and understand the competition behind sport. - All children to be formatively assessed so gaps are filled. - Children to be chosen for sports teams to represent school. - Awards and achievements to be shared with SMT, in Friday's celebration assembly with children and parents, via the Whole School Class Dojo page and on the certificates and medal cabinet. - Pay into and continue to be an active part of - Feb - July: Where there is one lead, for children to have access to intra competitions. This could be between classes/ groups of	Leeds West Sports Partnership 1200 Afterschool clubs x 3 5265 Additional after school club 900		

	children/ year groups. - Afterschool clubs to be provided and chosen based on SSP competitions.			

Signed off by	
Head Teacher:	
Date:	3/10/23
Subject Leader:	
Date:	3/10/23
Governor:	
Date:	3/10/23