

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 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment. The funding **should** be spent by 31st 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	£16910
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£16910
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£16910

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>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</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>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.</p> <p>Please see note above</p>	%84
<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>	%80
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	%100
<p>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/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 the future.

Academic Year: 2022/23		Total fund allocated: £16910		Date Updated: 20th July 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: 33%
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: £5709	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<p>To sustain the incidences of the Daily Mile, to expand opportunities for directed, sustained physical activity at play times and lunch times.</p> <p>To develop the profile of the playground, field area and equipment dedicated to increasing physical activity at non-teaching times.</p>	<p>Sustained opportunities to do the daily mile each afternoon.</p> <p>Development of the playground with markings for the Daily Mile, interactive physical challenges and number jumping games.</p> <p>Dedicated issue of sports equipment for non-teaching times only.</p> <p>To develop use of orienteering across the curriculum by using outside agencies to create the layout and provide the resources to achieve targets.</p>		<p>£800 Equipment to support KS1 and KS2</p> <p>£3009 Orienteering Outside agency (Outdoor Learning Infrastructure £1200 Outdoor learning Hub £700 Event Day £509 University Annual £600)</p>	<p>Resources purchased add to a higher quality activity and physical experience.</p> <p>Children not participating in regular sport activity during play times have now taken an interest and increased their levels of physical activity.</p> <p>Age and stage appropriate equipment has increased pupil engagement during play times, lunch times and after school clubs.</p> <p>Daily Mile participation has increased and has been sustained.</p> <p>Orienteering impact to be assessed in next academic year.</p>	<p>To continue to develop the impact of play leaders to increase participation in physical activity of KS1 and lower KS2 pupils.</p> <p>Extend the use of equipment to after school clubs and develop the extra-curricular programme.</p> <p>To enhance the curriculum by adding and monitoring orienteering and outdoor provision.</p>

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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: %7
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: £1220	Evidence of impact: what do pupils now know and what can they now do? What has changed?
<p>Raising the profile and quality of P.E. / sport by securing increased participation and achievement through high standards.</p> <p>To raise expectations of PE and physical activity participation through peer encouragement and reward.</p> <p>To enable staff to resemble the targets for presentation and etiquette in PE lessons.</p>	<p>Purchase of spare PE kit including t-shirts, shorts and footwear for all key stages.</p> <p>Sport Leaders trained and monitored to supervise games and physical activity during non-teaching times.</p> <p>Staff to wear their own PE uniform to set example to pupils in lessons.</p>	<p>£250 (Pupil's PE t-shirts, shorts and footwear)</p> <p>£120 (PE Lead to carry out Sports Leader training and leaders to wear badges)</p> <p>£850 (Staff PE shirts and fleece for outdoor lessons)</p>	<p>Keeps participation and expectations high of pupils. No PE kit as an excuse not to take part in physical activity.</p> <p>Sports Leaders to support staff at non-teaching times and to develop leadership skills.</p> <p>Staff to keep professional standards high and to set an example in regards uniform.</p>	<p>Sustainability and suggested next steps:</p> <p>Monitor use of spare PE kit and participation within lessons.</p> <p>Reward Sports Leaders with significant trip and set example to the whole school.</p> <p>PE reward for those setting high standards of presentation and participation in each class.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%20
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: £3300	Evidence of impact: what do can they now do? What has changed?	Sustainability and suggested next steps:
<p>Raising teaching competencies and leadership in P.E. / sport via high quality professional development for teachers, Classroom Assistants and Mid-Day Assistants.</p> <p>Installation of PE Passport scheme and monitored for staff to access a full scheme of planning, CPD and assessment tools.</p> <p>Outside agency (MR) to deliver staff CPD on orienteering using the newly acquired resources and how to use this across the curriculum.</p>	<p>PE Passport to deliver CPD to all teaching staff on how to use the scheme resources, planning and assessment tools.</p> <p>To have PE Passport as an available tool for on-going planning, CPD and assessment tool.</p> <p>Matthew Reid to come into school 3 times per year to work with staff.</p>	<p>£1100 (PE Passport attendance and delivering of CPD to staff)</p> <p>£700 (Subscription to PE Passport)</p> <p>£1500 MR CPD</p>	<p>PE Passport has supported staff and maintained standards of delivery in PE lessons.</p> <p>Assessments are completed for each unit of planning and target children identified.</p>	<p>Development of lunchtime and after school extra-curricular activities led by staff.</p> <p>Sports Leaders to develop their understanding of PE Passport so they can support staff with videos and photos for evidence.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 27%
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: £4520	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>To develop confidence and experience of a range of outdoor activities through residential trips.</p> <p>To enhance pupils experience of gymnastics and how they can use these skills to improve their overall physical development. (Beth Tweddle)</p> <p>To purchase PE equipment which includes activities with small experience or participation, e.g. archery.</p> <p>To increase participation of swimming by children Y4 and younger.</p>	<p>Trips to Burwardsley, Conover and Ullswater for KS2</p> <p>Beth Tweddle Gymnastics for pupils across all key stages.</p> <p>Broad PE equipment ordered to develop experiences of sports and activities.</p> <p>Coach transport and swimming costs beyond Y6 swimming lessons.</p>	<p>£600 (Burwardsley)</p> <p>£910 (Ullswater)</p> <p>£800 (Conover)</p> <p>£450 (Beth Tweddle)</p> <p>£1760 (Extra swimming costs and transport)</p>	<p>Highly publicized trips developed pupil's confidence and experiences away from school and home life.</p> <p>Confidence levels increased and evidence observed in other aspects.</p> <p>Highly specialized agencies delivering gymnastics increased staff confidence and opportunities for pupils to learn from the highest possible sources.</p> <p>LKS2 children attending swimming increases chances to reach higher targets set in UPKS2 swimming lessons.</p>	<p>Staff to use CPD to teach gymnastics to a higher standard next term.</p> <p>Residential trips to increase in capacity at earlier key stages.</p>

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			%13
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: £2250	Evidence of impact: what do pupils now know and what can they now do? What has changed?
Increase participation in inter school competition.	Subscription to Halton Games Competition Calendar.	£500	KS2 mixed teams experienced competition with other schools after limited opportunities in previous year groups. Participation in intra school competition increased due to prizes and the rewards presented in assemblies. Equipment is updated and resources presented the school in a positive way with pupils, parents and visitors.
Increase participation of intra school competition.	Travel cost to events in the Halton Games calendar and other events.	£250	
To enhance the quantity and quality of the sports day event.	To purchase prizes to be won during intra school competition.	£100	
	To purchase resources and equipment to enhance the experience of children and parents at the school sports day	£1400	
			<p>Sustainability and suggested next steps:</p> <p>Keep a record of winners in competitions to encourage development and participation.</p> <p>Increase the number of competitions attended in the Halton Games Calendar.</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	

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