

# 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 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 allocated for 2022/23	£
Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023.	£ 16,000

## 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. <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>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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	75%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	75%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	75%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes

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## 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.

<b>Academic Year:</b> 2022/23	<b>Total fund allocated:</b>	<b>Date Updated:</b>		
<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: %
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:

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<p>A. Provide a broad and balanced programme of physical activity which is effectively monitored.</p> <p>B. Provide positive experiences with an aim to establish lifelong interest in physical activity by increasing the range of physical activities to include: athletics, dance, games, gymnastics, swimming and outdoor education.</p>	<p>A. Regular monitoring will ensure the levels of physical activity are sustained in length and frequency.</p> <p>B. Active break times which will be led by teachers and PE staff. This includes use of the activity markings on the playground.</p> <p>C. The upgrading of facilities in line with our action plan. The building of an outdoor classroom to increase the quality in which our outdoor education and PE model can be delivered.</p>	<p>£1000</p>	<p>A. Pupils will be accessing a playground that lends itself to physical activities and offers a range of stimulating and motivating equipment and activities. (Lunch activity timetable)</p> <p>b. The vast majority of children will achieve at least 30 active minutes a day in school or after school events. All of the children in KS1 have achieved 30 active minutes per day in an informal setting I.E Active break-times and Lunch times.</p> <p>c. Pupils will be accessing a playground that lends itself to physical activities and offers a range of stimulating and motivating equipment and</p>	<p>Continuation of steps in line with bruyc and YST</p>
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			activities. (Lunch activity timetable)	
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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:
				%

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:
Support will be targeted to involve the least active children by providing targeted activities and extending school sports choice, resulting in the children identified becoming more active.  B. Increase participation through child lead activities through further development of play leaders.  C. Involve the school council in key decisions around which sports need accessing on a daily basis and how to develop the playground further.  D. Barriers to engagement are identified and plans are in place to remove or reduce these.	Access the below awards to quality assure the provision in place.  1. YST Mark 2. RHS 3. Woodlands Bronze award 4. School Games award  Improve lunchtime provision and activities available.	£5000	There is an increase in the number of pupils who were reluctant to participate becoming involved in physical activities – resulting in a long term positive impact on health and wellbeing.(The improvement in the percentage of children who have attended extra curricula clubs throughout the year)	Continuation on QM action plans

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>	Percentage of total
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	allocation:
	%

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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:
<p>A. Provide staff with professional development, mentoring, training and resources to help them teach PE and Dance provision effectively thus improving teaching and learning and so outcomes for pupils.</p> <p>B. Ensure all staff have a diverse knowledge of different PE topics and can confidently deliver a wealth of age related activities to their class to further improve the quality of teaching.</p> <p>C. Provide staff with access to PE passport our curricula monitoring system for PE.</p> <p>D. Increase knowledge and practice in delivery of outdoor education.</p>	<p>A. Staff skills audit/self-assessment undertaken, along with school evaluation and monitoring by PE lead and SLT</p> <p>B. Targeted team teaching in place to support and develop staff knowledge and skills in all aspects of PE curriculum and assessment.</p> <p>C. Lessons are carefully planned to meet the needs of all pupils (particularly SEND), to ensure progression and skill development.</p>	£4000	<p>Pupil's consistently achieving NC outcomes</p> <p>More high quality teaching leading to greater progress in PE – assessment levels</p> <p>Positive impact on Whole School improvement.</p> <p>Staff audits</p>	Continuation in CPD in line with SDP.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and

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?:	suggested next steps:
Children have access to a range of non-traditional after school clubs including; Yoga, Dodgeball, Gymnastics. Target inactive pupils through non traditional sports.	Develop intervention programs e.g. C4Life,  Develop intervention programs to follow on from these days e.g. Girls/Boys Active Clubs.  Use of Lunchtime Organisers and external providers to target inactive pupils through high energy activities.  Target the least active children.	£4000	Increase in number of SEND events attended.  Increase in number of SEND pupils attending clubs/festivals.  Increased participation in the broader range of sports and activities offered. (Evidenced in registers and in response to parent suggestions. Participation up to 60%)	Continue to change afterschool clubs every term to increase range of sporting experiences for every child based on consultation and participation rates.

<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>		
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:

<p>Review competitive opportunities for SEND children.</p> <p>Review School Games Participation including a cross section of children who represent school.</p>	<p>Use Halton SGO Competition Events Calendar to plan competition entries for year.</p> <p>Review children who have represented school in the past &amp; ensure a wider range of children get involved by choosing events to attract children who have not taken part before.</p>	<p>£2000</p>	<p>67% of KS2 children taking part in events</p> <p>Increase in first time competitors</p> <p>Higher % of SEND pupils attending SSP competitions</p>	
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	Ensure SEND pupils are identified and supported to attend appropriate competition			
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Signed off by	
Head Teacher:	Paula Warding
Date:	28/7/2023
Subject Leader:	J Cooney
Date:	28/07/23
Governor:	Matt Jones
Date:	28/7/24

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