

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](https://www.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. **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 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	£8,891.06
Total amount allocated for 2021/22	£17,650
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17,550
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 0

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	90%
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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	90%
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	90%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	90%
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 the future.

Academic Year: 2022/23		Total fund allocated:	Date Updated: 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: %
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>Identify children who are the least active both in and out of school.</p> <p>Identify children who are reluctant to participate in typical sports clubs and increase their engagement.</p> <p>To continue to improve the physical ,emotional and social health and wellbeing of our children.</p>	<p>Clubs set up for least active children and those reluctant to participate e.g. Lego Club, Sport's Club</p> <p>Assign pupils as Play Leaders and Sports Leaders in September 2021</p> <p>Least active children invited to take part in sporting events throughout the year.</p> <p>School signed up to the Gold Package with BJSSA to be notified of local events.</p> <p>Commando Joe once a week with a trained member of staff.</p> <p>Teachers to use Active Maths (paid subscription) to encourage physical</p>	£832	<p>Play Leader training completed & working well & games displayed on the railings.</p> <p>Wide range of children have been involved in significant number of external sporting events – Bocacia, Pentathlon, Cricket, Athletics, Football etc. Names of sports and pupils engaging in events recorded.</p> <p>Whole class sessions run in school to promote wide range of sports – Angling, Netball, Crown Green Bowling, etc.</p> <p>Children ready to learn using Active Maths, caters for a range of learning styles.</p>	<p>Continue to reinforce and promote the Daily Mile ready at the beginning of the year</p> <p>Ensure play leader training is up to date for new Year 4 and 6 children.</p> <p>Continue to encourage and promote physical activity for all pupils.</p>

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	activity in lessons other than PE. Purchase of new equipment to ensure all children have access to essential equipment to take part in lessons.		New equipment purchased for PE sessions and Play Leaders.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
Promote physical and emotional health and wellbeing. Celebration assembly every week to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in the assemblies. Notice boards in main entrance/resource area to raise the profile of PE and sport. Role models - local sporting personalities so pupils can identify with success and aspire to be a local sporting hero.	Celebrate Wellbeing Week and School Sports Week in school alongside daily mindfulness and physical activities such as Wake Up Shake Up or Go Noodle. Weekly Commando Joe to develop 'RESPECT' skills, 1:1 wellbeing sessions, Wild Souls. EYFS/KS1 and KS2 Participation in Sport certificates given out weekly. Continue adding to the display in school of sporting clubs/events and to celebrate children's achievements. Invite local sports people in to do assemblies and inspire children to take part in sport both inside and outside school.	£575	Children and staff have benefitted hugely from the emotional health and wellbeing support that has been put in place. Evidence of this is through the questionnaire surveys and also the reduction in any emotional/behaviour. PE coach chosen weekly sport's certificates. Children's achievements celebrated on sport's board and also on weekly newsletter. Had various opportunities throughout the year where local sportsmen/athletes have come in to run a session for the children – e.g. Angling, Netball, Cricket,	Signed up to become and Emotionally Friendly School. Starting 'My Happy Mind Programme'. Participating in 'Every Child a Learner' research project. Continue. Continue. Continue to invite external opportunities into school Complete more intra and inter school events this next

Identify pupils to be Sport Leaders and Play Leaders in school.	Work with assigned pupils regularly to organise intra-school events between houses/year groups and improve PE and sport in school from the pupils' suggestions.		Triathlon.	academic year.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:
Coaches to teach PE alongside class teachers as part of their CPD	Highly skilled coach (JR) from SC Education to deliver PE curriculum with the class teachers in to observe each lesson. JR to send planning and work with teachers on their assessments	£13200	Children are very positive about the PE sessions and thoroughly enjoy them. Each class has a set PE lesson with JR every week. A variety of skills are covered within the curriculum.	To continue
Additional training for all staff from BEST Trust/BJSSA.	BJSSA training and BEST Trust training as and when available.		JR also attended a governors meeting to share what we do for PE.	Provide new PE coach (AMS) with further training and CPD opportunities
Play leaders training - PR	PR and children to attend course when the Play Leaders training becomes available (Autumn term)		Teachers are continuing to develop their CPD.	
Staff to take part in team events e.g. rounders, bowling.	Coach to organise staff team events after school so staff can learn rules and games by physically taking part in them.		PR has led the Play Leaders throughout the year and has held regular meetings with them. Play Leaders are set up in Year 4 and 6 classes and complete activities. Staff took part in a whole school crown green bowling and	PR to continue to train leaders and then train another member of staff. Continue to promote staff team events

			thoroughly enjoyed it. Staff had a good understanding of the rules.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
<p>Involvement in BJSSA sports – gold package.</p> <p>Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved. - Focus particularly on those pupils who do not take up additional PE and Sport opportunities.</p>	<p>Take part in all/most events offered through BJSSA and work with SENDCo and Pupil Premium Coordinator to organise events for children with SEN and FSM.</p> <p>Work with the Pupil Sports Leaders to arrange a whole school pupil survey to ascertain what pupils would like to do regarding sports and PE in school.</p> <p>Involve external coaches and companies to work with staff in clubs e.g. Zumba Club in September, Wild Souls throughout the year</p>	£3025	<p>Children have taken part in a number of events, this year such as the Panathalon, Boccia, Multi Skills and Cricket</p> <p>Children thoroughly enjoyed taking part.</p> <p>Uptake of clubs is monitored each half term with registers. Pupils taking part in events tracked and monitored as well.</p> <p>Have had several external coaches and companies come into school to deliver sessions – e.g. Lancashire Cricket Autumn term.</p>	<p>To continue providing a range of opportunities for all children.</p> <p>To continue to monitor.</p> <p>To continue to involve external coaches and companies.</p>

Celebrate School Sports Week.	School Sports Week in June – range of different sports available to try out over the week. E.g. Scooters Experience Day, Circus Skills etc. Year 4 Class Assembly to promote in school.		School celebrated School Sports Week and held a whole school Sports Day. Healthy eating was focused on throughout the week. A variety of sporting games were introduced throughout the week and classes were asked to set their own challenges.	To continue next year and have more of an emphasis on focusing on a range of different sports.
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Key indicator 5: Increased participation in competitive sport				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:
Continue to sign up to the BJSSA Gold Package – this offers competition opportunities for ALL children through their different categorised events (BEE Proud, Inspire, Excel, SEN/Inclusion, Virtual) Develop links with local schools for interschool tournaments/events/games.	Respond to emails throughout the year from BJSSA about events and work with class teachers, SENDCo (EB) and sports coach (JR) to arrange competitive events with other schools. Attend sign up meeting in September for local leagues – netball, boys/girls football, cricket and rounders etc. Ensure that school staff and coach set up after school clubs to prepare	£500	There has been an increase in the amount of events we have taken part in this year. Children have taken part in a variety of BEE Proud, Inspire, Excel and SEN/Inclusion events. Additional football/netball games have also been arranged with other schools throughout the year. JR/MY to attend sign up meetings for local leads.	To continue to sign up to more events throughout the year and move up the Commitment and Engagement table.

	for these competitive events.			
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Signed off by	
Head Teacher:	Mrs E Moncado
Date:	
Subject Leader:	Mr M Young / Mr J Ramsbottom
Date:	