

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	£ 22,322
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£ 17,740
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 13,907

Swimming Data

Please report on your Swimming Data below.

<p>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</p>	
<p>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 2023. Please see note above</p>	17/31 55%
<p>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</p>	15/31 48%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	14/31 47%
<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>	Year 6 cohort who did not pass went for extra sessions. Unfortunately, they still did not pass.

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:	
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: 32%
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:
<ul style="list-style-type: none"> All pupils to access 2 hours of high-quality PE each week. The curriculum is to be developed through coaches working alongside teachers, staff training and improved resources. Children to access more regular activity during lunch and break times using a play leader at lunch time for 30 minutes of play based exercise. Enhance our active transport to school using 'Live Travel Tracker' 	<ul style="list-style-type: none"> Each class has continued to access their 2x 1 hour PE lessons each week on the school timetable. The long-term plan explains they are a mixture of Real PE/Gym, alongside a Games based lesson following 'The Power of PE', which feeds into PE provision at Great Sankey High School. In EYFS, there is scope for children to pick their learning unit based on their interests. This also accommodates Swimming and Dance, both provided by external coaches. We hired a play leader to support every year group, every day, providing them with an additional half an hour's activity a day. Clubs have resumed including Archery, Judo and Gymnastics. A football coach was brought in during Summer 2 to provide the children with a further opportunity to be active. A wider range of play equipment was purchased to encourage active play. 	£5672	<ul style="list-style-type: none"> All children continued to wear their PE kit on their two PE days per week. We kept this practice in place as it meant the time allocated to PE lessons was also spent more effectively as children were not getting changed. Children across school are aware of the daily expectation to be physically active for 30 minutes a day in school. They were encouraged to take part in the play lead sessions each lunchtime. The play leader planned fun activities and taught them a range of skills, some of which were not sport specific, such as communication and teamwork. Freedom Football worked with Y1 and Y2 for two 30 minute sessions a week and Y3/4 and Y5/6 for one 30 minute session a week. 	<ul style="list-style-type: none"> We are continuing with the expectation for children to come to school in their PE kit two days a week to ensure loss of kit is not a barrier to learning in PE. We will continue with play leader sessions at lunch time into 2023/24 alongside Y6 leading sessions. A wider range of after school clubs will be on offer with reduced costs to engage more children. 	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> PE teaching should be good or outstanding across the school. Teaching of PE (particularly in EYFS) should aim to improve the development of life skills – in wider school and beyond. Planning and residential opportunities should provide personal development as well as sport specific outcomes. Our PE curriculum should help to develop fine and gross motor skills as well as give opportunities for children to play a variety of sports. We will promote healthy lifestyle choices. To provide the children with self-esteem, confidence, and self-belief. PE and School Sport should be visible across school, through certificates in assembly, awards and the display board at the front of school. 	<ul style="list-style-type: none"> PE teaching will be reviewed by subject lead throughout the year – including feedback from staff about specialist teachers, which can then be reviewed for future years. Link PE planning to Early Learning Goals in EYFS and ensure the “Cogs” of Real PE remain a focus as well as the physical skills. Subject long-term plan should provide a range of sports, linked to the fundamental (fine and gross) motor skills, and show the cross curricular link for Orienteering. Residential trips should similarly provide children with opportunities to be physically active for at least 30 minutes, especially if it involves an overnight stay. Ensure children have opportunities within lessons to support one another (peer feedback), set personal targets, perform for a purpose and receive verbal reassurances and praise. In addition, the delivery of PE in school and physical activity during clubs, should be of a high quality and promote values of resilience, determination, self-belief, and self-esteem. 	£3477	<ul style="list-style-type: none"> Teaching has been observed in some year groups by the subject lead through a PE ‘Deep Dive’. In lessons observed, children were engaged well and had a clear understanding of the skills they had been taught in PE. The long-term plan shows how the Real PE and Real Gym “Cogs” are planned sequentially to ensure full coverage of personal development. However, there needs to be fidelity to the Real PE scheme. Most of the residential and day trips have been physically active – in addition to their other subject focuses. Children are aware of what they should and should not be eating as part of a healthy balanced lifestyle and this has been shared with parents. The curriculum is varied and the activities on offer at lunch also promote a wide range of peer support, encouragement, and other personal values. They have also continued with the personal challenges within the lesson plans. Staff were provided with training in Real Dance to enhance the range of activities on offer during lesson 	<ul style="list-style-type: none"> Learning walks should be carried out termly, to ensure all classes are observed in the 2023-2024 academic year. Long-term plan for 2023-2024 to be reviewed by subject lead, dependent on Swimming and external coaching availability and to keep in line with Real PE planning. Sports competitions and teams to be a main focus. Staff who accompany the children to sports competitions to suggest ‘Player of the Match’ or ‘Best Sportsmanship’. School Sports Board – visible at the front of school – to be updated and reviewed termly. Class teachers to support this by providing photos and evidence of the children taking part in lessons and active play. Conduct a pupil and parent view on PESSPA at Burtonwood Staff and subject lead training to be carried out through the SLA funding – as needed next year.

times.

Key indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport				Percentage of total allocation:
				3%
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:
<ul style="list-style-type: none"> Observe all staff delivering PE, from the Real PE framework. Curriculum resources will be maintained to ensure a consistent approach and equip teachers to deliver PE lessons. Continue to use the high-quality planning and activities provided on the Jasmine platform to deliver Real PE and Real Gym lessons – this will ensure age and stage appropriate challenge for every child and consider inclusivity at every level. Staff to receive Real Dance training. 	<ul style="list-style-type: none"> Opportunities to observe lessons should be utilised where possible Staff should be consulted on any training they wish to receive to support their classroom practice. When specialist teachers deliver lessons, these should be participated in, or observed by class teachers to gain CPD opportunities. Resources will be restocked and replenished based on feedback from staff to ensure children have a positive experience during lessons. The long-term plan should include elements of Real PE or Real Gym each term to facilitate the development of every child's physical literacy. This includes differentiation to accommodate 'support' and 'stretch' opportunities for every child. 	£520	<ul style="list-style-type: none"> Overall, PE lessons are of a high quality and children make progress against the success criteria of each Real PE and Gym lesson, as well as becoming more tactically and technically able to access a range of specific sports in LKS2 and UKS2. Due to the interim PE lead being off school, staff training has not been a priority this year. Staff have a clear understanding that PE is responsible for developing motivation, confidence, physical competence, and knowledge and understanding. Children see this in the online resources for Real PE and Gym, where presentations are shared in the hall or in class. 	<ul style="list-style-type: none"> Coaching in school should lead to enhanced connections with local clubs to support children's participation externally to Burtonwood C. P. School. Staff need to continue to prioritise PE in their weekly timetable next year, including time travelling to and from lessons (swimming) and competitions. Staff need additional support to enhance the provision of Real PE, demonstrating fidelity to the scheme. Coaching should be provided to enhance sport specific skills e.g. tennis, rugby, athletics

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				24%
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:
<ul style="list-style-type: none"> Resume the provision of after school and before school clubs. Create and ask children to respond about the activities and school sport they would like to see in school. Continue our provision of 'Bikeability' and Orienteering experiences on day-trips/residentials when they resume to create purposeful learning. Offer additional swimming opportunities for children who haven't met the end of KS2 expectations. 	<ul style="list-style-type: none"> Resume a weekly club rota Ask children for PE feedback or collate responses during 'deep dives'. Collate responses and take action to supply a range of PESSPA opportunities accordingly. Book 'Bikeability' for Year 6. Request additional swimming time for the cohorts who have not met the expected swimming standards with the Warrington Swimming Team. 	£4238 (swimming)	<ul style="list-style-type: none"> Clubs have continued based on interest from the children and parents. However, numbers have reduced as the year has continued. Bikeability has taken place for Year 5 and Year 6. Curriculum swimming attainment figures have reduced this year. Residentials to Robinwood have focused on active experiences and orienteering has been promoted through Geography lessons. 	<ul style="list-style-type: none"> Provide a wider range of clubs and activities next year through staff, parental support and sports coach-led clubs. Ensure all adults have had an appropriate DBS check and are supported by school staff. Vary the times of availability for clubs to ensure the maximum number of children can attend. Ensure "Bikeability" dates are booked in the Autumn term to either be carried out before October or in the summer term. Balance bike for EYFS/KS1 and learn to ride for Y3/4 Request further support for swimming next year. Arrange KS1 and KS2 sports days on separate days to allow more time for resourcing and setting up activities and bring it in line with sports week.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%

Intent	Implementation		Impact	Sustainability and suggested next steps:
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> To aid the children’s motivation, competence, and confidence in competitive situations, bring back the sporting award during Celebration Assemblies (Ryan Diamond trophy). Continue to re-build links with the schools within the MAT to allow children to take part in competitions locally. These events should be run by trained volunteers and leaders at those schools. Monitor engagement in festivals and competitions. 	<ul style="list-style-type: none"> All children to take part in the skills aspects of their PE lessons and keep a record. Children’s successes are to be highlighted in assemblies to ensure motivation and confidence are celebrated alongside their competence at a certain sport/skill. Children should attend competitions, either at the MAT or through the Warrington SLA. Children should have access to festivals (non-competitive celebrations of sport to encourage participation at all levels) as well as competitions which challenge children at the highest standards. 	<p>0</p>	<ul style="list-style-type: none"> Due to the interim PE lead going off on long term absence and a change in leadership, sporting events were not accessed this year. Students have been celebrated in assemblies for their PESSPA achievements. Year 3 and 4 pupils have had Rugby coaching received earlier in the year. The PTFA football tournament took place this year, helping to raise money and awareness of PESSPA in our school. The environment was safe and purposeful for the activities, maximising social development within cross-cohort teams in Years 1-3 and Years 4-6. Sports Day took place for KS2 but due to weather and safety, the competitive element did not happen. The children instead worked on a range of personal best challenges. KS1 sports day did not happen due to weather but children competed in the track events during PE lessons. 	<ul style="list-style-type: none"> Make sure the Ryan Diamond award is handed out regularly to a pupil in school. Volunteers may be needed next year to support competitions and events in school (including members of the PTFA) – due to changes in staff and wanting to ensure SLT are available on sports event days to model and monitor behaviours that are supportive of the competitions. Next year, children need to access a wider range of competitive sport opportunities to consolidate increased resilience, raise confidence and improve attendance for some of our pupils with poor attendance figures. Competitions should be organised within the MAT and at local schools to provide more opportunities – increased costs of travel may make competitions more difficult and make our pupils reliant on parental support at events. Make more regular use of intra-school competitions – using K Middlemore to referee/support competitive opportunities at lunch. Seek out opportunities to engage all pupils in competition

				at some point throughout the year.
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Signed off by	
Head Teacher:	<i>S. Jones</i>
Date:	30.7.23
Subject Leader:	<i>S. Jones</i>
Date:	30.7.23
Governor:	<i>C. I. Wright</i>
Date:	30.7.23