

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](#).

Created by:    YOUTH SPORT TRUST

Supported by:    

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£17,860
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17,860
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17,860

Swimming Data

Please report on your Swimming Data below.

Details with regard to funding

Please complete the table 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. Please see note above</p>	91%
<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>	91%
<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:		Date Updated: July 23	
<p>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</p>					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>Improve physical activity levels in our most inactive pupils and engage in competitive sports. Promote leading healthy and active lives.</p> <p>Each class now runs daily physical activity initiatives – Daily Mile and activities at break/lunches times.</p> <p>Training sports leaders/captains</p> <p>Supporting staff who are on duties to engage more children in active play at lunchtimes.</p> <p>Purchase quality equipment to be used to increase daily physical activity.</p> <p>Working to ensure maximum uptake of our extra-curricular clubs to engage as many children in extracurricular clubs as possible.</p> <p>Educating our children in the value and benefits of a healthy active lifestyle.</p>	<p>As a school we contribute funding to sustain the Wyre Sports offer Partnership which provides the following opportunities:</p> <ul style="list-style-type: none"> • Additional competitions outside of the School Games programme • CPD opportunities • PE Conference • Support from partnership lead for team teaching and staff training. 	<p>Change 4 Life Healthy Heads Fleetwood Town Opal Play Wyre Sports = £4572</p>	<p>New equipment has been purchased to support PE delivery and clubs.</p> <p>Increase in % of pupils meeting CMO guidelines</p> <p>Clubs delivered after school with a variety of clubs to choose from. New Highest % of children attending clubs.</p> <p>Increase in % of pupils attending extra-curricular clubs</p> <p>Positive attitudes to health and well-being. Pupil concentration, commitment, self-esteem and behaviour. enhanced for sports ambassadors. Positive behaviour and a sense of</p>	<p>Continuously monitor physical activity levels and identify the most appropriate target groups to achieve maximum impact.</p> <p>Apply for additional funding for development of outside track on the school field.</p> <p>Invest in new sports equipment for break/lunchtimes as well as OPAL play. Use next meeting to put in place next steps for our OPAL journey to enhance the experience for children and keep all children active.</p>
--	--	---	---	--

<p>Using active lessons to increase physical activity levels and learning. Raising awareness of the best places to take part in sport and physical activity outside of school. By increasing our pupils' activity levels throughout the day. Continuing to work in partnership our SGO to increase awareness of the importance of physical activity.</p> <p>Use sports week to highlight all the different aspects of sport and physical activity.</p> <p>Develop our OPAL strategies to make lunchtimes more active for children.</p>	<p>Develop a team of sports leaders. Subject lead support.</p> <p>Through PE lessons and sport, ensure our children understand the role of movement in the development of their own physical literacy, fitness and wellbeing.</p> <p>Build links with local community sports clubs through our SGO. Good links established with: Fleetwood Town (Healthy Heads, extra-curricular clubs, change 4 life).</p> <p>Tail our sports week to meet the needs of our children and highlight all the events that are taking place around world such as the Women's world cup</p> <p>Children to have more one than option to keep active during the whole of lunchtime and break time using equipment and stratgies put in place.</p>		<p>fair play, teamwork, resilience, communication enhanced by using Sports Ambassadors as role models - Pupils activity at lunch and break increased Children across the school more active on a daily basis and enjoy being active.</p> <p>Children are enjoying the OPAL play equipment put in place so far. All children are using equipment appropriately.</p> <p>Evidence - Curriculum map PE policy Extra-curricular data OPAL Play</p>	
--	--	--	---	--

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:

<p>Develop teacher's skills and knowledge in PE lessons, clubs and break time activities that will engage and inspire our pupils to take part in life long physical activity.</p> <p>Engage children in new a different</p>	<p>Ensure staff are confident to deliver PE lessons, clubs and break time activities requested by children.</p> <p>Use Sports Premium where appropriate to provide training, experiences and transport to access.</p>	<p>Opal Play Clubs Wyre Sports Offer Fleetwood Town = £4572</p>	<p>High quality lessons delivered in engaging activities. Happy and challenged (all ability) engaged children.</p> <p>Teachers delivering high quality lessons. Children engaged in</p>	<p>Identify the positive impact that PE and school sport has on academic achievement, behaviour (Opal Play) and safety, attendance, health and wellbeing and SMSC.</p>
---	---	---	---	--

<p>experiences such as new sports and new experiences with local providers and after school clubs.</p> <p>Use PE and sport to enable the development of life skills that are transferred to other curriculum areas, wider school and beyond.</p> <p>Use PE and sport to develop the whole person including thinking, social and personal skills.</p> <p>Use PE teaching to aid fine and gross motor skill development.</p> <p>Use sporting role models (sports legends and Women's world cup) to engage and raise achievement.</p> <p>Ensure PE and school sport is visible in the school (assemblies, notice boards, house points, pupil reward and recognition of pupils).</p> <p>High quality PE lessons delivered during curriculum time.</p> <p>To deliver the Sports Leader Programme throughout the school, engaging and facilitating children ability to take responsibility for their learning and delivering of physical activities to the rest of the school.</p>	<p>As a school we contribute funding to sustain the Wyre School Sport Partnership which provides the following opportunities: Additional competitions outside of the School Games programme CPD opportunities PE Conference Competitive competitions Inclusive competitions</p> <p>SMSC – Our vision for PE and school sport is developed to reflect contribution to SMSC.</p> <p>Continue to develop and use whole school plans and assessment.</p> <p>Gold School Games Mark - Pending 2023/2024</p> <p>Sports leaders/captains to run their own club for younger pupils at lunchtimes.</p> <p>Help run and record the events for Sports Day. Support younger children.</p> <p>Subject lead to oversee OPAL Play – promoting and encouraging children to learn through play during break times through different engaging activities.</p>		<p>competitions, extra-curricular and community clubs following sessions.</p> <p>Increase in % of pupils accessing extra-curricular clubs</p> <p>Personal development (physical skills, thinking skills, social skills and personal skills).</p> <p>OPAL Play - Attainment and achievement, behaviour and attendance. PE physical activity and school sport have a high profile and are celebrated across the life of the school</p> <p>SMSC - Children learn to respect and work with each other, exercise self-discipline and act in a safe and sensible manner.</p> <p>Continued progression of all pupils during curriculum PE lessons.</p> <p>Children are asked during monitoring cycle to inform us that pupils enjoy their PE lessons and that pupils enjoy the variety of activities on offer during curriculum PE. Also, pupil voice help inspire after school club options.</p>	<p>Review School development plan, Whole school policies/PE policy</p> <p>Use PE conference at Winter Gardens to review, evaluate and plan for the next academic year.</p> <p>School staff better equipped/ more confident to teach PE in school.</p> <p>Monitoring use of schemes and whole school PE coverage.</p> <p>Sports leaders/captains develop younger pupils into becoming leaders themselves.</p> <p>Continuously adapting OPAL play equipment to what the children respond to and OPAL meetings. Money to be put aside from whole school budget to help with this.</p>
--	---	--	--	--

<p>School staff better equipped/ more confident to teach PE in school.</p> <p>Monitoring use of schemes and whole school PE coverage.</p> <p>Sports leaders/captains develop younger pupils into becoming leaders themselves.</p> <p>Opal Play – As a school we have invested in Opal play to promote PESSPA across the whole school. All parts of OPAL are now in use. Next OPAL meeting to discuss next steps on how to further our OPAL journey.</p>			<p>Interhouse competitions raise profile of competitive sport within school. All children participated</p> <p>Sports leaders impact importance of sport/activity by being positive role models in the school.</p> <p>Successful sports day held – ALL pupils able to participate fully with parents in attendance again.</p>	
---	--	--	--	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
Intent	Implementation		Impact	
<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>

<p>Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high-quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment.</p> <p>To encourage teachers to deliver the PE curriculum as lesson are not just taught by subject lead. Class teacher knowledge and confidence enhanced.</p> <p>Subject lead to support teachers during and outside of lessons - <i>to increase their confidence in delivery of the subject.</i></p> <p>Lesson observations to monitor staff effectiveness and confidence</p> <p>To monitor pupil and staff attitudes towards progression in PE through the monitoring cycle</p>	<p>Staff confidence in delivering PE lessons has developed since last year.</p> <p>CPD opportunities provided through the Wyre School Sport Partnership CPD programme.</p> <p>Use specialist coaches and providers for team teaching & staff training to increase the knowledge and confidence of staff in delivering PE.</p> <p>Purchase quality assured resources to support teachers and support staff (PE Passport Scheme).</p> <p>PE lead/sports coaches used to help upskill teachers through modelling lessons, team teaching, help with planning and observations.</p> <p>Subject Leader to attend relevant sport conferences and network meetings to gain relevant information (workshops and Winter Gardens and Sports Association meeting).</p> <p>Liaise with other local schools to share knowledge and expertise (PE district meeting).</p>	<p>PE CPD FA Training course JC Dance PE Passport CPD Fleetwood Town = £3572</p>	<p>Increased staff knowledge and understanding.</p> <p>All teachers able to confidently plan, teach and assess PE.</p> <p>More confident and competent staff evidenced through feedback and lesson observations.</p> <p>More sustainable workforce including young leaders.</p> <p>Increased child participation in competitive activities and festivals.</p> <p>Increased range of opportunities and activities.</p> <p>A more inclusive curriculum which inspires and engages all pupils.</p> <p>Continued progression of all pupils during curriculum PE lessons.</p> <p>Discussions inform us that pupils enjoy the variety of activities on offer during curriculum PE.</p>	<p>Review staff confidence and competence in delivering high quality PE and school sport and allocate staff to upcoming CPD opportunities.</p> <p>Further 1:1 lesson observation to monitor staff effectiveness and confidence.</p>
---	---	--	--	---

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: After school Clubs Healthy Heads Change 4 Life Competitions Blue Moose Dance Wyre Sports offer Tennis Cricket Fleetwood Town = £3572	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<p>Identify which activities children would like to try by year group. Ensure our school are providing activities that will engage the most children as well as the least active.</p> <p>Develop opportunities for pupils to access community sport in order to develop social skills, leadership and communication outside of school.</p> <p>Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, competitions and events.</p> <p>Continue to offer additional extra-curricular opportunities for all pupils to take part in physical activity and sport</p> <p>Providing additional links to Community Sports Clubs – Poulton Tennis, Wyre Netball, Poulton FC, Wyre Juniors</p> <p>Children participate in festivals/ tournaments held through PSP.</p> <p>Increase opportunities for KS1 children through festivals and extra-curricular clubs.</p> <p>Continue to develop relationships with community coaches so a broad and wide range of activities can be offered to all age groups.</p>	<p>Provide opportunities for children with SEND, the least confident and the least active to attend exciting, varied and a new range of activities through the school sport partnership and local community coaches.</p> <p>Review extra-curricular activities through pupil voice and subject leads of other subjects.</p> <p>Invest in local community coaches for appropriate extra-curricular sporting opportunities and to improve sports skills in children through increased opportunities in school and the wider community.</p> <p>To keep the website/ PE noticeboard up to date of the range of clubs currently on offer (changeable throughout the year).</p>		<p>Registers from additional clubs have shown an increase in participation particularly of PP and SEND children.</p> <p>Increase in attendance of extra curricular clubs – Highest attendance for school.</p> <p>Reduction of pupils not meeting 30 minutes physical activity per day.</p> <p>Increase in % of pupils attending community clubs.</p> <p>Increased pupil participation - Enhanced quality of delivery of activities after school.</p> <p>Enhanced, extended, inclusive extra-curricular provision.</p> <p>Improved behaviour and attendance and reduction of low-level disruption during PE lessons and extra-curricular.</p> <p>Increased pupil awareness of opportunities available in the community.</p>	<p>Complete child survey every year to allow student voice to influence our extra-curricular sports programme.</p> <p>Further increase opportunities for KS1 and KS2 children in and out of school.</p> <p>Complete staff survey every monitoring cycle to keep updated on confidence and well being when delivering PE lessons and extra-curricular clubs.</p>
--	---	--	--	---

Created by:

Supported by:

	<p>Children to attend the extracurricular clubs.</p> <p>School to enter children into sporting festivals/ competitions.</p> <p>Links made with coaches and outside clubs – tennis/ cricket /rugby/football.</p> <p>Equipment continues to provide opportunities during break and lunchtimes. Equipment to support OPAL Play.</p>		<p>Developed wider life skills which build on from the PE lessons, i.e. communication, teamwork, fair play and leadership.</p> <p>Evidence includes - Curriculum map, PE Policy Registers of participation, Extra-curricular data, monitoring cycle.</p>	
--	--	--	--	--

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: Clubs Extra Competitions Wyre Sports offer= £1572	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<p>Provide opportunities for all children to challenge themselves through both intra and inter school sport where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome.</p> <p>Increased participation in School Games competitions.</p> <p>Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events.</p> <p>Select children who we feel would benefit most from PE interventions.</p> <p>Enter external events to give pupils the opportunity to compete against other schools.</p> <p>Investigate further use of virtual inter house competitions/ children leading own events. Speak to other schools are completing this.</p>	<p>Engage with partnership coordinators of District PE and our SGO to compete on different festivals, competition and events.</p> <p>Engage more staff/ parents/ volunteers and young leaders to support attendance at competitions.</p> <p>Use external coaches to run competitions to increase pupils' participation.</p> <p>Ensure pupils get opportunity to take part in local competitive leagues, tournaments and festivals.</p> <p>Regular, intra-house sports competitions for children across different sports.</p> <p>To develop links with external agencies in the community to ensure more children participate in community clubs outside of school.</p>		<p>Engage with School Games Organiser and attend competitions run by the Wyre Sports offer and PE Direct leader.</p> <p>Engage more staff/ parents/ volunteers and young leaders to support attendance at competitions.</p> <p>Use external coaches to run competitions to increase pupils' participation.</p> <p>Identify a set number of competitions/events to provide transport to.</p> <p>Vast majority of KS2 pupils participated in the intra-house competitions.</p> <p>Sports day set up, participated in and enjoyed by ALL pupils.</p> <p>Fixture results to be published in Newsletters.</p> <p>After school club registers</p> <p>Gold school games mark (Pending)</p> <p>Evidence includes School Games Mark Registers Data Captures</p>	<p>Review attendance data and identify children for appropriate opportunities.</p> <p>Continue to monitor % of children representing school in competitive sport and allow us to identify those that have not.</p> <p>Continue to attend PE District and Wyre meetings half-termly to help shape the offer to ensure it is appropriate for our children and of the highest quality.</p> <p>Further widen opportunities for pupils to take part in competitive sporting events - Investigate further use of inter house competitions/ children leading own events.</p>
--	--	--	--	---

			Competition/ events calendar - Photos displayed at school and on social media.	
--	--	--	--	--

Signed off by	
Head Teacher:	Holly Wood
Date:	09/06/23
Subject Leader:	Harry Hesketh
Date:	09/06/23
Chair of Governors:	Lisa Knowles
Date:	09/06/23