

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 funding to make additional sustainable improvements the and Physical Education, School Sport and Physical Activity (PESSPA) the quality of 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 keyindicators across which schools should demonstrate an improvement. This document will helpyoutoreviewyourprovisionandtoreportyourspend. DfEencouragesschools 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.

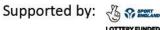
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2023. To see an example of how to complete the table please click HERE.

Created by:















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	
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	35%
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	35%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	80%
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?	Yes – swimming time has increased y 33% since the PE premium was introduced











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.

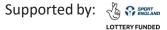
Academic Year: 2022/23		Date Updated:	June 2023	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
Intent	Implementation	,	Impact	44%
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:
achieve the Platinum award. Ensure lunch times provide all pupils with the opportunity to intetract with the environment set developing physical literacy skills. Ensure activities and the curriculum support pupils wellbeing and mental	Head of Faculty to have time to develop and review the curriculum provision — ensuring it is appropriate for all pupils. Staff to attend relevant courses and CPD opportunities to increase their knowledge and skill set 'Wheels for all' activities provided to support pupils developing key life skills. E.g. cycling, resilience and determination.	Approx £7000	CPD around PE. Pupils across the primary department took part in a wide variety of inter and intra competitions throughout the year Currently hold the School Games Platinum kitemark and afPE Distinction kitemark.	Continue to monitor and adapt the extra curriculum programme ensuring pupils have access to new activities. These should consolidate and expand upon existing skills and knowledge as well as exposing pupils to new skills. To provide intervention
activities on offer suitable for the needs of the group. Staff to carry out pupil voice activities to see what activities pupils would like to do. Up skill staff across the school giving them the knowledge and skills to deliver	Staff to undertake moderation activities as a Faculty to ensure continuity and to monitor pupil progress. Interventions to be put in place if pupils fall behind on making expected levels of progress – SSA's to be deployed to work with these pupils Further develop community links especially with Blackpool Community		Pupil voice activities indicated lunch times are greatly improved.	groups/activities to targeted pupils who may not have made the expected progress as predicted at the start of the year.







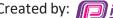








Pupils to develop a range of skills and knowledge through their increase levels of participations. Pupils to develop a positive attitude towards physical activity and school sport. Curriculum to be reviewed and modified to reflect the needs of the pupils Trust. Use the funding to provide 'top up' time during curriculum swimming sessions. Provide resources which support pupils SEND needs and allows them to access activities in an engaging manner. External coaches used to provide
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External code to provide
ensuring it is engaging, relevant and enrichment activities across the year.
enjoyable.
Strategic guidance issued by OPAL is
Use external coaches like the Blackpool implemented to meet the needs of the
Community Trust to deliver our extra schools and pupils
curricular program.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement Percentage of total allocation
%56
Intent Implementation Impact
Your school focus should be clear Make sure your actions to achieve Funding Evidence of impact: what do Sustainability and suggested
what you want the pupils to know are linked to your intentions: allocated: pupils now know and what next steps:
and be able to do and about can they now do? What has
what they need to learn and to changed?:
consolidate through practice:
Dolivor whole school ODAL training Dunil's achievements were regularly L. Koverner reports produced at Towark with the schools SLT ar
Deliver whole school OPAL training Pupil's achievements were regularly Approx £9000
sessions. All staff to be part of the shared on social media and the school's Approx £9000 regular intervals throughout the SMT teams on ways in which PE
sessions. All staff to be part of the school's Approx £9000 regular intervals throughout the school year to raise awareness of the can support whole school
sessions. All staff to be part of the school's schools OPAL journey. Teachers to set challenging targets in line Implementation of the OPAL work has Approx £9000 regular intervals throughout the year to raise awareness of the PESSPA work carried out. SMT teams on ways in which PE can support whole school improvement.
sessions. All staff to be part of the school's schools OPAL journey. Teachers to set challenging targets in line with the different needs of the pupils shared on social media and the school's Approx £9000 regular intervals throughout the year to raise awareness of the pupils school improvement. To meet annually with the name of the opacitivities indicated pupils.
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sessions. All staff to be part of the schools OPAL journey. Teachers to set challenging targets in line with the different needs of the pupils Ensure pupils have access to appropriate levels of competition - allowing them to develop learning traits (o.g. regiliance). SMT teams on ways in which PE year to raise awareness of the PESSPA work carried out. Pupil voice activities indicated pupils feel motivated and engaged with the PESSPA provision provided. To meet annually with the name governor (Mrs Fielder) to discuss the impact of the PE premium money and how we will use it in the money and how we will use it in the money and how we will use it in the money and how we will use it in the money and how we will use it in the money and how we will use it in the money and how we will use it in the money and how we will use it in the money and how we wi
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sessions. All staff to be part of the school's Approx £9000 Teachers to set challenging targets in line with the different needs of the pupils Ensure pupils have access to appropriate levels of competition - allowing them to develop learning traits (e.g. resilience, self esteem etc) which can be used shared on social media and the school's Approx £9000 regular intervals throughout the year to raise awareness of the PESSPA work carried out. Fupil voice activities indicated pupils feel motivated and engaged with the PESSPA provision provided. Pupils individual behavior plans SMT teams on ways in which PE can support whole school improvement. To meet annually with the name governor (Mrs Fielder) to discuss the impact of the PE premium money and how we will use it in the percentage of the pupils individual behavior plans.
sessions. All staff to be part of the schools OPAL journey. Teachers to set challenging targets in line with the different needs of the pupils Ensure pupils have access to appropriate levels of competition - allowing them to develop learning traits (e.g. resilience, self esteem etc) which can be used across the curriculum. SMT teams on ways in which PE very to raise awareness of the person whole school improvement. To meet annually with the name governor (Mrs Fielder) to discuss the impact on pupils academic progress. Competed in a wide variety of Level 2
sessions. All staff to be part of the school's Approx £9000 Teachers to set challenging targets in line with the different needs of the pupils Ensure pupils have access to appropriate levels of competition - allowing them to develop learning traits (e.g. resilience, self esteem etc) which can be used shared on social media and the school's Approx £9000 regular intervals throughout the year to raise awareness of the PESSPA work carried out. To meet annually with the name governor (Mrs Fielder) to discuss the impact of the PE premium money and how we will use it in the person of the pupils and the school's hard and the school's hard and the school's hard and the school's hard and the school's pear to raise awareness of the pupils individual behavior plans. Fupil voice activities indicated pupils feel motivated and engaged with the PESSPA provision provided. Pupils individual behavior plans















social media platforms. – increase self esteem and raising aspirations. The 6 School Games values (Passion, Self-Belief, Respect, Honesty, Determination and Teamwork to be installed in pupils through PE and school sport which will have a positive impact on learning across the curriculum. Used as a tool to improve behaviour across the school e.g. rewards day. Attend external competitions as part of the school games program. Continue to access Panathalon competitions both locally and across the north west of England.	Pupils provided with a rich and board PESSPA provision enabling them to develop their physical literacy skills in accordance to their SEND needs.
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				%16
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:
nd skills of teaching PE resulting in all upils making expected or above rogress in PE. Il staff to have the opportunity to entify areas they would like to develop. Ubject leader to support staff in the elivery of PE through the sharing of	pool side training on how they can support the pupils when they are in the water.		Staff feel more confident and up skilled when delivering PE sessions. Pupils progress in PE in line with expected progress. All PE related performance management targets met across the school. Pupils experiences in PE have been	Ensure all new staff have the opportunity to identify potential areas of development. Ensure new staff into the school to have the opportunity to observe PE being taught across al age phases. Head of Faculty to be allocated time for learning walks and













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Staff to work with other PE staff across	Purchase the appropriate equipment		increased expertise and confidence.	session observations.
the Trust in identifying areas of desired	enabling staff to deliver the scheme of			
practice.	work and introduce new activities			
Staff to have access to PE Scholar	where appropriate to the curriculum.			
membership.	Staff to work alongside external			
·	coaches to help aid their own			
Head of Faculty to deliver The Trust	professional development.			
schools Direct teacher training PE	i ·			
sessions.	Trust skills progression document			
	produced.			
	All primary staff to undertake OPAL			
	inset training to support pupils			
	physical literacy during lunch times.			
Key indicator 4: Broader experience o	f a range of sports and activities offe	red to all pupils		Percentage of total allocation:
				44%
Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested
what you want the pupils to know	achieve are linked to your	allocated:	pupils now know and what	next steps:
and be able to do and about	intentions:	anocatea.	can they now do? What has	next steps:
what they need to learn and to			changed?:	
consolidate through practice:			Changeu:	
consolidate till odgil practice.	To work closely with the SGO for		The clubs were well attended and	Continue to have an open outlook
Work with Hannah Kewell and the	Blackpool ensuring the activities on	Approx £7000	feedback from pupils and parents was	•
Blackpool PE and Sport team to deliver a	offer are in line with the School		positive.	could offer.
range of sports and activities.			positive.	codia offer.
lange of sports and activities.	Games programme.		The extra curricular program	
Work with the SGO in Blackpool to	To continue to develop links with the		contributed towards pupils being	
engage with the School Games program.	Blackpool Community Trust – utilising		more physically active – 30mins a day	To work with the other schools
engage with the school dames program.	their range of expertise.		in school and an hour in total.	within the Trust to provide an
Attend a Change for Life festival.			But a street street street	increased number of festivals and
Attend a Change for Life lestival.				sporting opportunities.
Pupils to have access to a range of sports	To use the local facilities at Stanley		were encouraged and shared with parents via the newsletter and social	
INITIALLY TO HAVE ACCESS TO A PANGE OF SHOPE				













as either a taster session or as a	Park Sports centre which would allow	media.	To offer top up swimming
progressive unit of work.	us to offer a more extensive range of	More pupils are new attending	sessions to current year 7 pupils
To use PE passport as a tool to help shape and structure the PE curriculum across Key Stages 1-3 and support staff in the delivery of high quality PE sessions.	activities e.g. Wheels For All – cycling. To offer a range of extra curricular activities at lunch times and after school, using external coaches to provide stimulating and engaging sessions. PCA staff to support these	More pupils are now attending community based sporting/physical activity clubs/sessions.	
Monitor pupil progress throughout the year ensuring they are on track to achieve predicted attainment levels.	sessions and gain valuable CPD opportunities.		
Attend a range of Level 2 and 3 sporting compeitions/festivals.			

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:	
				%31
Intent	Implementat	ion	Impact	
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated: £5000		
and be able to do and about what they need to learn and to consolidate through practice:	intentions:			











School to continue working with the Lancashire Special Schools PE Association. Engaged with Lancashire Sport, Blackpool PE and Sport Team and Panthlon to ensure pupils have a pathway to compete. Pupils to develop the skills and knowledge needed to compete to the appropriate standard.	Pupils to take part in the following competition: ten pin bowling, kurling, KS 2 football, KS multi skills, swimming and boccia Results to be sent to the appropriate organisers with the results shared with pupils. Results to be shared via social media platforms and school newsletter. Targeted cohorts of pupils to be given the opportunity to compete.	£	Result from competitions published. Pupils were motivated in sessions to develop the skills necessary. This could contribute to increased participation levels in the future. Pupils felt proud to represented the school (pupil voice activities. Pupils self esteem and self worth increased as a result of having the opportunity to compete in an environment which was appropriate	Continue to work in partnership with the Blackpool SGO (School Games Organiser). Continue providing pupils with the opportunity to complete in virtual competitions in the future. Continue to develop the relationships with external providers e.g. Panthlon.
			to their level of need.	Staff to use the knowledge and skills gained through the ITT program to target pupils least active and not previously had the opportunity to compete.

Signed off by	
Head Teacher:	Gill Hughes
Date:	20/07/23
Subject Leader:	Stuart Johnson
Date:	20/07/23
Governor:	Mrs Fielder
Date:	20/07/23











