

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.

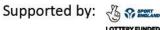
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than 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	30%
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	30%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	70%
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 by 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.

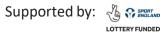
Academic Year: 2023/24		Date Updated:	June 2024	
	nall pupils in regular physical activity – Corast 30 minutes of physical activity a d			Percentage of total allocation:
Intent	Implementation		Impact	35%
Your school focus should be clear what you want the pupils to know and be able to do and about what 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:
Consolidate and embed the OPAL work allowing pupils to have 30minutes of exercise each lunch time. 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 health. Pupils to be engaged in curriculum and extra curriculum sessions with the 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	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 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 Trust. Use the funding to provide 'top up' time during curriculum swimming sessions.	Approx £5000	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, OPAL Platiniumand afPE Distinction kitemark. Pupil voice activities indicated lunch times are greatly improved.	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 groups/activities to targeted pupils who may not have made the expected progress as predicted at the start of the year.







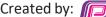








knowledge through their increase levels of participations. Pupils to develop a positive attitude towards physical activity and school sport. Curriculum to be reviewed and modified	Provide resources which support pupils SEND needs and allows them to access activities in an engaging manner. External coaches used to provide enrichment activities across the year. Strategic guidance issued by OPAL is implemented to meet the needs of the schools and pupils			
Key indicator 2: The profile of PESSPA	L A heing raised across the school as a to	ool for whole sch	ool improvement	Percentage of total allocation:
ince indicated 2. The profile of 1 23317	t being raised deross the sensor as a te	or for whole sen	oor improvement	%56
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:
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.	shared on social media and the school's newsletter.		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 work with the schools SLT and SMT teams on ways in which PE can support whole school improvement. To meet annually with the named governor (Mrs Fielder) to discuss the impact of the PE premium money and how we will use it in the future.















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. Expand our Panathlon involvement to	and multi skills. The after school provision took into consideration the school games calendar so pupils were able to practice before competitions outside of curriculum time.	Pupils provided with a rich and board PESSPA provision enabling them to develop their physical literacy skills in accordance to their SEND needs.	
national events – attend the National Swimming finals in London			

Key indicator 3: Increased confidence,	knowledge and skills of all staff in to	eaching PE and sp	port	Percentage of total allocation:
				%26
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:
and skills of teaching PE resulting in all pupils making expected or above progress in PE.	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	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 all













Subject leader to support staff in the delivery of PE through the sharing of resources and expertise.	across the Faculty. To audit the expertise and skills within the current staffing structure.		school. Pupils experiences in PE have been more varied and broad due to staff's	age phases. Head of Faculty to be allocated time for learning walks and
Staff to work with other PE staff across the Trust in identifying areas of desired practice. Staff to have access to PE Scholar membership. Head of Faculty to deliver The Trust schools Direct teacher training PE sessions.	Purchase the appropriate equipment enabling staff to deliver the scheme of work and introduce new activities where appropriate to the curriculum. Staff to work alongside external coaches to help aid their own professional development. Trust skills progression document produced. All primary staff to undertake OPAL inset training to support pupils physical literacy during lunch times.		increased expertise and confidence.	session observations.
Key indicator 4: Broader experience of	f a range of sports and activities offe	ered to all pupils		Percentage of total allocation: 44%
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:













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	To work closely with the SGO for	Approx £7000		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	on the range of activities we
Blackpool PE and Sport team to deliver a	offer are in line with the School		positive.	could offer.
range of sports and activities.	Games programme.		The extra curricular program	
Work with the SGO in Blackpool to engage with the School Games program. Attend a Change for Life festival.	To continue to develop links with the Blackpool Community Trust – utilising their range of expertise.		contributed towards pupils being more physically active – 30mins a day in school and an hour in total.	To work with the other schools within the Trust to provide an increased number of festivals and
Attend a change for the restival.				sporting opportunities.
Pupils to have access to a range of sports as either a taster session or as a progressive unit of work.	To use the local facilities at Stanley Park Sports centre which would allow us to offer a more extensive range of activities e.g. Wheels For All – cycling.		were encouraged and shared with parents via the newsletter and social media. More pupils are now attending	To offer top up swimming 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.	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		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 competitions/festivals.				

(ey indicator 5: Increased participation in competitive sport			Percentage of total allocation:	
				%31
Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to	Funding		













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: £5000		
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 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		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 represent the school (pupil voice activities. Pupils self esteem and self worth	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
· ·	the opportunity to compete.		increased as a result of having the opportunity to compete in an environment which was appropriate to their level of need.	relationships with external providers e.g. Panthlon. 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:	20/07/24
Subject Leader:	Stuart Johnson
Date:	20/07/24
Governor:	Mrs Fielder













20/07/24 Date:













