

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](#).



Swimming Data

Please report on your Swimming Data 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.</p> <p>Please see note above</p>	30%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	30%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	70%
<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 – 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		
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	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:
<p>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 interact with the environment set developing physical literacy skills.</p> <p>Ensure activities and the curriculum support pupils wellbeing and mental health.</p> <p>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.</p> <p>Up skill staff across the school giving them the knowledge and skills to deliver activities which will engage the pupils</p>	<p>Head of Faculty to have time to develop and review the curriculum provision – ensuring it is appropriate for all pupils.</p> <p>Staff to attend relevant courses and CPD opportunities to increase their knowledge and skill set</p> <p>Staff to undertake moderation activities as a Faculty to ensure continuity and to monitor pupil progress.</p> <p>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</p> <p>Further develop community links especially with Blackpool Community Trust.</p> <p>Use the funding to provide ‘top up’ time during curriculum swimming sessions.</p>	<p>Approx £5000</p>	<p>Staff confidence and expertise improved as a result of effective CPD around PE.</p> <p>Pupils across the primary department took part in a wide variety of inter and intra competitions throughout the year</p> <p>Currently hold the School Games Platinum kitemark, OPAL Platinum and afPE Distinction kitemark.</p> <p>Pupil voice activities indicated lunch times are greatly improved.</p> <p>Pupils progress in PE is in line with the schools expectations.</p>	<p>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.</p> <p>To provide intervention groups/activities to targeted pupils who may not have made the expected progress as predicted at the start of the year.</p>

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Pupils to develop a range of skills and knowledge through their increase levels of participations.	Provide resources which support pupils SEND needs and allows them to access activities in an engaging manner.			
Pupils to develop a positive attitude towards physical activity and school sport.	External coaches used to provide enrichment activities across the year.			
Curriculum to be reviewed and modified to reflect the needs of the pupils ensuring it is engaging, relevant and enjoyable.	Strategic guidance issued by OPAL is implemented to meet the needs of the schools and pupils			
Use external coaches like the Blackpool Community Trust to deliver our extra 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 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>Embed the OPAL work from the previous year.</p> <p>Teachers to set challenging targets in line with the different needs of the pupils</p> <p>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.</p> <p>Celebrate the success and achievements of the pupils through newsletters and social media platforms. – increase self</p>	<p>Pupil’s achievements were regularly shared on social media and the school’s newsletter.</p> <p>Implementation of the OPAL work has helped to support pupil’s behavior at lunch times which has resulted in a less ‘lost learning’ times. This has had a positive impact on pupils academic progress.</p> <p>Competed in a wide variety of Level 2 competitions across Lancashire including football, swimming, boccia</p>	Approx £9000	<p>Governor reports produced at regular intervals throughout the year to raise awareness of the PESSPA work carried out.</p> <p>Pupil voice activities indicated pupils feel motivated and engaged with the PESSPA provision provided.</p> <p>Pupils individual behavior plans linked to the schools PESSPA provision.</p>	<p>To work with the schools SLT and SMT teams on ways in which PE can support whole school improvement.</p> <p>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.</p>

<p>esteem and raising aspirations.</p> <p>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.</p> <p>Attend external competitions as part of the school games program. Continue to access Panathlon competitions both locally and across the north west of England.</p> <p>Expand our Panathlon involvement to national events – attend the National Swimming finals in London</p>	<p>and multi skills.</p> <p>The after school provision took into consideration the school games calendar so pupils were able to practice before competitions outside of curriculum time.</p>		<p>Pupils provided with a rich and broad PESSPA provision enabling them to develop their physical literacy skills in accordance to their SEND needs.</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%26
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>Staff to increase confidence, knowledge and skills of teaching PE resulting in all pupils making expected or above progress in PE.</p> <p>All staff to have the opportunity to identify areas they would like to develop.</p>	<p>All staff involved in the delivery of swimming at Key Stage 2 to undertake pool side training on how they can support the pupils when they are in the water.</p> <p>HofF to lead PE moderation activities</p>	<p>Approx £3500</p>	<p>Staff feel more confident and up skilled when delivering PE sessions.</p> <p>Pupils progress in PE in line with expected progress.</p> <p>All PE related performance management targets met across the</p>	<p>Ensure all new staff have the opportunity to identify potential areas of development.</p> <p>Ensure new staff into the school to have the opportunity to observe PE being taught across all</p>

<p>Subject leader to support staff in the delivery of PE through the sharing of resources and expertise.</p> <p>Staff to work with other PE staff across the Trust in identifying areas of desired practice.</p> <p>Staff to have access to PE Scholar membership.</p> <p>Head of Faculty to deliver The Trust schools Direct teacher training PE sessions.</p>	<p>across the Faculty.</p> <p>To audit the expertise and skills within the current staffing structure.</p> <p>Purchase the appropriate equipment enabling staff to deliver the scheme of work and introduce new activities where appropriate to the curriculum.</p> <p>Staff to work alongside external coaches to help aid their own professional development.</p> <p>Trust skills progression document produced.</p> <p>All primary staff to undertake OPAL inset training to support pupils physical literacy during lunch times.</p>		<p>school.</p> <p>Pupils experiences in PE have been more varied and broad due to staff's increased expertise and confidence.</p>	<p>age phases.</p> <p>Head of Faculty to be allocated time for learning walks and session observations.</p>
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<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Percentage of total allocation: 44%</p>
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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>Work with Hannah Kewell and the Blackpool PE and Sport team to deliver a range of sports and activities.</p> <p>Work with the SGO in Blackpool to engage with the School Games program.</p> <p>Attend a Change for Life festival.</p> <p>Pupils to have access to a range of sports as either a taster session or as a progressive unit of work.</p> <p>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.</p> <p>Monitor pupil progress throughout the year ensuring they are on track to achieve predicted attainment levels.</p> <p>Attend a range of Level 2 and 3 sporting competitions/festivals.</p>	<p>To work closely with the SGO for Blackpool ensuring the activities on offer are in line with the School Games programme.</p> <p>To continue to develop links with the Blackpool Community Trust – utilising their range of expertise.</p> <p>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.</p> <p>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 sessions and gain valuable CPD opportunities.</p>	<p>Approx £7000</p>	<p>The clubs were well attended and feedback from pupils and parents was positive.</p> <p>The extra curricular program contributed towards pupils being more physically active – 30mins a day in school and an hour in total.</p> <p>Pathways to sports outside of school were encouraged and shared with parents via the newsletter and social media.</p> <p>More pupils are now attending community based sporting/physical activity clubs/sessions.</p>	<p>Continue to have an open outlook on the range of activities we could offer.</p> <p>To work with the other schools within the Trust to provide an increased number of festivals and sporting opportunities.</p> <p>To offer top up swimming sessions to current year 7 pupils</p>
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<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation: %31</p>
<p>Intent</p>	<p>Implementation</p>	<p>Impact</p>		
<p>Your school focus should be clear</p>	<p>Make sure your actions to</p>	<p>Funding</p>		

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 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 represent 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 to their level of need.	Continue to work in partnership with the Blackpool SGO (School Games Organiser). Continue providing pupils with the opportunity to compete in virtual competitions in the future. Continue to develop the 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

Date:	20/07/24
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