

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 | | £12295 |
| Total amount allocated for 2021/22 | 17840+12295 | £30135 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | | £4960 |
| Total amount allocated for 2022/23 | 17840+4960 | £ 22800 |
| Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023. | | £ 20465 |

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 | 68% |
| 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 | 80% |
| 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 | 67% |
| 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/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: | |
|--|--|-----------------------|--|---|
| 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: |
| | | | | 52% |
| 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: |
| Lunch time clubs to support physical activity. | Yr5 pupils to assist and setup lunch time and break time activities to get all children doing 20 mins physical activity. | £500 | Lunch time clubs will help children achieve the desired 60 minutes of physical activity per day. | This activity will be further developed with each class having an activity bag they can use each play time to assist with active participation. |
| | New playground equipment to be installed in the KS2 playground. | £9300 | | |
| | New activities to be taught and shown to children to use – Skipping and free style football | £1500 | | |
| 2 hours of PE per week per class. | New SOW to be used by all teachers and progress tracked. PE Passport to provide lessons, resources and assessment. | £300 | Consistent lesson delivery for all students. The lessons will allow teacher new resources to improve the learning of pupils. All children will have a profile to track their progress in physical education. | This is a 5 year program so will continue and pupil profiles will give more detail each year. We now start using it to track extra curricular activities. |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
|---|--|--------------------|--|--|
| | | | | 0% |
| 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: |
| Make all stakeholders aware of what the school has achieved. | Display board of sporting achievements and competition standings. Newsletter and Classdojo to showcase achievements. | £0 | Parent engagement with teams and competitions has increased. | ongoing |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|--|-------------------------------|--|---|
| | | | | 27% |
| 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: |
| Increase the confidence of all staff who teach PE in school. | Team Theme to provide CPD for teachers. After school and CPD provided by qualified professionals from AFC Fylde | £6000 £free as a trial | Staff audit highlighted areas that staff were less confident in. Each teacher has at least 2 half terms CPD to help improve their knowledge and skills. Quality of PE lessons is improving and more children are enjoying PE and choosing it as a favourite subject. | CPD to be ongoing and increased for yr3 and EYFS. Bikability to take place for EYFS to improve core skills, balance and stamina. |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
|---|---|--------------------|--|--|
| | | | | 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: |
| More than 70% of pupils take part in a sporting activity after school hours | After school clubs by teachers and AFC Fylde to provide a range of sports that children can take part in for all Key stages. Judo provided by external provider. | £3500 | Pupil numbers of sports clubs has increased but pupils are still not regularly attending. Clubs are not always full. Sports offered: Football – y1-y6 Dodgeball – y4-y6 Netball – y 6 Judo – y1-y6 Athletics – y3-y6 Dancing – y1-y2 Rounders y2-y3 and y6 Basketball y4-y5 | Newsletters and Classdojo to offer the clubs available. PSHE and Topic lessons to emphasise the need for a healthy lifestyle including physical activity. |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|--|--|--|--|
| | | | | 5% |
| 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: |
| Provide opportunities for all children to take part in competitive sport. This will increase enthusiasm for physical activity. | To enter inter school competitions as they are offered on the PSSC website. Increased participation in competitive sports. | £500 for competition entry £500 transport | This year we took children to.: Football competitions for y2, y4, y6, girls u11. Swimming gala | Individual competitions have worked well and encouraged a good participation from most children. |

| | | | | |
|--|--|--|---|--|
| | | | Athletics or EYFS, y2, y4, y6 and SEN Gymnastics y2 and y4 Tennis y6 Ultimate frisbee for y6 girls and boys Triathlon y6 Netball y6 Rounders y6 | Leagues have only taken place for Football U11, girls U11 and Netball. We would like to participate in the leagues offered for a larger variety of sports. |
|--|--|--|---|--|

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| Signed off by | |
| Head Teacher: | |
| Date: | |
| Subject Leader: | |
| Date: | |
| Governor: | |
| Date: | |