

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

Created by [How to Complete the table](#) please click [HERE](#) supported by:



Details with regard to funding
Please complete the table below.

Total amount carried over from 2021/22	£ zero
Total amount allocated for 2021/22	£ 17,560
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ zero
Total amount allocated for 2022/23	£ 17,690
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 18,705

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?	11.5%
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	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	11.5%
Please see note above	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Unknown
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 - The booster sessions are used in year 2 the 'normal' sessions are

	provided for children in year 2
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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:£17,690		Date Updated:23.05.23		Percentage of total allocation: 72%	
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							
Intent	Implementation	Funding allocated:	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:			
Free after school clubs for all children so all have the opportunity to attend at least once a week.	<ul style="list-style-type: none">● Work with Ed Start to provide all the after school clubs.● Liaise with TD for pupil premium children to get more children involved.	£6,630	The children are starting to attend the after school clubs more regularly and we are hitting a bigger target audience with their being no payment. The children are transferring these skills into their PE lessons. 57.2% of the children were pupil premium children. 44.7% of these children had EAL.	The free after school clubs will continue next year. The after school clubs will be tailored to our competitive events so that the children become familiar with the rules and expectations.			
Progressive primary curriculum with children building on the skills in each year	<ul style="list-style-type: none">● New progressive curriculum implemented and focussed on building on skills in each year.● Work alongside other subject leads to find cross curricular links.	N/A	The staff are becoming more confident in building on the vocabulary and lessons each week. Children are noticing the link between each year group. Through pupil conferencing, it is evident children remember and build on what they have learnt. This has shown through more children reaching age related expectations	This needs more work next year and the curriculum we will be continuing to progress the PE curriculum further. Children will have access to different sports each year and will build on their skills. For example, each year group will participate in athletics and each year their technique will grow as they learn more.			

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Reception, Year 1 and Year 2 completing Fundamental Movement Skills activities daily.	<ul style="list-style-type: none"> ● Daily activities in the afternoon for EYFS and Key Stage 1. ● Training for teachers regarding these skills. ● Additional sessions for children who are working towards in FMS. 	£4,680	The children are using these skills within lessons and it is helping their gross and fine motor skills develop further. It is helping the children have the basics needed in PE to transfer to future year groups. 82.2% Year 2 achieved mature in FMS. 80% of Year 1 achieved mature in FMS. 83.4% of Reception achieved developing.	This will continue next year, targeting Reception children every Thursday morning to help them progress to mature in all FMS areas. The teachers in these year groups will also be focussing on these aspects throughout the week and we will be sending home activities for parents to complete.
Weekly swimming lessons to Year 2 (Summer) and Year 3 (All year) to help children to swim confidently in the water.	<ul style="list-style-type: none"> ● Weekly sessions ● Encouraging parents to take children swimming outside school hours. 	£2,100	The children are becoming more confident in the water. 10% of children secured 10m metres and 4% of children secured 25m. This is a significant improvement on last year.	Children will continue to swim in Year 2 and Year 3. School will look at Year 6 to have extra booster sessions after SATs to reinforce swimming skills.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
Intent	Implementation	Funding allocated:	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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Fundamental movement activities being sent home for parents and a focus of the week for EYFS and Key Stage 1.	<ul style="list-style-type: none"> ● Send home booklets and activities for parents. ● Teacher training on FMS. ● Display for FMS for parents and other staff members to see. 	N/A	The parents are on board with the FMS skills needed for EYFS and Key Stage 1. The displays are visible and teachers have been mentioning it in parent's meetings.	This will continue next year. A parents meeting will be held to explain to parents the benefits of FMS and how they can help at home.
Using oracy in PE lessons to engage children to critique their own development.	<ul style="list-style-type: none"> ● Sentence stems to be used in lessons. ● Children build on Voice 21 strategies that are used in class. ● Teachers encourage evaluation and feedback during lessons. 	N/A	The children are starting to talk more in lessons and it was evident in pupil conferencing that children are becoming more confident during PE lessons to give feedback to their peers.	This will be developed next year by having a PE board in each class with vocabulary and key sentence stems for lessons.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport					Percentage of total allocation:
					25%
Intent	Implementation	Funding allocated:	Impact		Sustainability and suggested next steps:
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:		
Qualified gymnastics teacher supporting teacher for half a term.	<ul style="list-style-type: none"> Teachers to support and teach alongside the gymnastic teacher. Teachers become more confident in teaching this aspect of PE. 	£2,340	Teachers are becoming more confident in teaching this area of PE and the children are developing their skills more in this area. Children and staff are now not afraid to have a go.		This support will continue next year as our gymnastics teacher continues to team teach with our teachers to develop their skills and knowledge in gymnastics.
Commando Jo training on an INSET day for teachers to build sessions into cross curricular lessons.	<ul style="list-style-type: none"> Embed Commando Jo lessons and values in PE. PE lead will lead an INSET day on Commando Jo. 	£1,770	The teachers are using Commando Jo values and incorporating them into their lessons. These values are being shown during lessons and dinner times when children are working as a team and being more respectful.		Continue the work on values next year and incorporate Commando Jo in cross curricular lessons.
PE Passport app for all year groups. Nov 2020	All teachers can access new updated plans and can submit evidence of skills applied in PE lessons.	£480	Subject lead can track progression through year groups and allocate evidence of PE lessons through the year groups.		All staff use PE passports to assess children.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils					Percentage of total allocation:
					2.5%

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:
Bikeability sessions carried out by Sporting NRG.	<ul style="list-style-type: none"> • All children feel more confident in riding a bike. • children to know about the safety and risks of riding a bike. • Children feel safe riding a bike on the road. 	N/A	The children are now confident in riding a bike and are confident taking their bikes out on the road and know they need a helmet to do so. Many children now ride their bikes to school on 'Bike to School Day'. In Year 5, 60% of the children can now ride a bike safely on the road.	This will continue next year for Year 5 and Year 6 will complete the Bikeability Plus Module – Bikeability Fix.
Dinner time clubs provided by Ed Start.	<ul style="list-style-type: none"> • Ed Start to provide a range of activities for different year groups. • Tailor these to different values in sport. 	£585	Children are becoming more aware of the different sports available to us. They are starting to use teamwork and are persevering with the rules and are now being respectful to referees within the game.	Make sure our school values (Love, Trust, Peace, Thankfulness and Love) are transferred into PE lessons and competitions. Make sure children know how our vision and scripture link with lessons as well.

Key indicator 5: Increased participation in competitive sport

Percentage of total allocation:				
0.5%				
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:

Registered to Blackburn Primary School Sports Association (BPSSA)	<ul style="list-style-type: none"> ● To attend Blackburn meetings and form links with other schools. ● Organise school sport teams, staff and transport. ● Participation in football, cross country, and Blackburn Athletics competition. 	£120	The children have been able to be involved in 6 competitive activities throughout the school year. For example, we took 8 children to a football competition and 12 children to cross country events . This has led to the children becoming more resilient in school and building teamwork.	This will continue next year and our after school clubs will be tailored around the competitive events we are participating in to get the children ready to compete.
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Signed off by	
Head Teacher:	-S. O'Connell.
Date:	20-6-2023
Subject Leader:	LBrown
Date:	20-6-2023
Governor:	J. Keogh (Chair) Fred Kershaw
Date:	25.9.23.

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