

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](https://www.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. **All funding must be spent by 31st July 2023.**

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 | £0 |
| Total amount allocated for 2021/22 | £25,590 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £0 |
| Total amount allocated for 2022/23 | £18,100 |
| Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023. | £18,100 (TBC) |

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 2022.</p> <p>Please see note above</p> | 83% |
| <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> | 50% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 100% |
| <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/No (Boosters) |

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: July 2023 | |
|---|--|-----------------------|---|--|---|
| <p>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</p> | | | | | <p>Percentage of total allocation:</p> <p>61%</p> <p>£11,000 (of the £18,100)</p> |
| 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?: | |
| *Maintain the Outdoor and Adventure (OAA) progression of an OAA day in Year 2, 4 and residential week in Year 6 in July 2023. | Outdoor Elements for Year 2 and 4 in July 2023. | | £3,500 | Experience for life – Outlining the importance of getting outdoors and living an ‘adventure’. | |
| *Health Week 2023. | Health Activities (In Health Week by Outside Providers – Summer 2022) Alternative sporting activity experiences (E.g. Climbing Wall, Life Education Van, Fun Activity – eg. Battle Archery etc). | | £2,500 | Improve school LSIP data (check with PS – current and set impact target). | |
| *Swimming Booster Catch Up – Identified pupils in the Year 4 and 5 year groups. | At Jo’s Swim school. | | £TBC | Swimming safety and expected attainments reached. | |
| *Push for 30 Active Minutes through PALS, Active Playtimes, Wake & Shake/Go Noodle, Daily Mile, Outdoor Learning (where possible). | *Staff meeting promotion of PE & through PESG and School Newsletter. | | To purchase the Daily Mile Track support resources (£???) | ‘Move to Learn’ (Dr Bird). Impact on staff attitude to movement in the classroom and pupils understanding that movement is | |

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| <p>*Improve the awareness of a healthy lifestyle across school.</p> <p>*To ensure the children have active learning taking place in classroom and during lessons.</p> <p>*Signing up to the Chorley School Sports Partnership (to access training, support, competitions, PPA etc).</p> | <p>The purchase of the 'Daily Mile Track' and the use of it alongside the Lancashire Active Project (map centred resource that gets pupil to match their distances against landmarks of Lancashire) highlighted to the pupils the significance of daily exercise. This will increase active minutes. Encouraging parents and wider community to use the track before and after school.</p> <p>In the classroom teachers are encouraged to use Wake and Shakes and 'Go Noodle' to provide opportunities for active lesson breaks (see also staff CPD).</p> <p>Specialist help and competitions offered.</p> | <p>from School PE Budget).</p> <p>(via Staff Meeting input from the PE SL)</p> <p>(via Staff Meeting input from the PE SL)</p> <p>£5,000</p> | <p>needed for life.</p> <p>'Move to Learn' (Dr Bird). Impact on staff attitude to movement in the classroom and pupils understanding that movement is needed for life.</p> <p>Experience for life – Competing, trying new sports, learning that sport is competitive but also fun.</p> <p>Whole school (& district).</p> | |
|---|--|--|--|--|

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
|---|---|-----------------------------------|---|--|
| | | | | 16.5% £3,000 (of the £18,100) |
| 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: |
| *Pupils are monitored for their progress and attainment in PE. | Lancashire PE APP (included in staff CPD also). | £330 per year to subscribe (TBC). | We know the level of ability of the children and can push them on to improve (PE subject leader, staff and CSSP coaches). | |
| *PE subject leader monitors the subject and feeds back finding to staff/pupils/PESG. | From PE subject leader CPD time. | £0 (staff meeting time) | All involved are aware of where we are at and how to impact change for the future. | |
| *Staff CPD in PE towards the Lancashire PE Passport APP. | ALL staff know and are aware of how to use the PE APP properly. | £2,670 | Staff knowledge, skills and delivery in PE to improve (particularly in terms of assessment). | |
| *A range of school stakeholders at various levels to be involved in PE and School sport at our school. | PE Steering Group to meet (x3 each year), offer ideas/opinions and impact upon PE and School Sport at our school. | £0 | All stakeholders feel involved. | |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|---|---|--|--|
| | | | | 17.7% |
| | | | | £3,200 (of the £18,100) |
| 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: |
| *PE Subject Leader preparation for doing the role correctly. | Time for the PE Subject Leader to plan, monitor, impact and co-ordinate. | £1200 (x3 non-contact days – one per term and x2 PLT days with the CSSP | PE Subject Leader up-to-date and able to monitor, impact and co-ordinate the subject properly. | |
| *Staff stay up-to-date with current developments in the subject area and improve their PE skillset. | Staff CPD - Send staff on relevant PE training linked to their particular area of the curriculum OR area of development/interest. | £2000 | Offer to build up confidence, enthusiasm and interest in PE. | |
| *Staff increase their skill level when assessing in PE. They will be taught how to use and maintain the Lancashire PE APP. | Confidence is assessing and PE pupil progression. | £0 (staff meeting time) | Increased confidence in assessment and delivery of PE. | |
| *Encourage staff to take pupils to extra-curricular competitions. | Engage staff with school sport and the attainment of pupils in local competitions. Provide with a checklist for taking pupils to a competition. | £0 (time and effort of PE SL) | Contribution to the whole-school aim of PRIDE – PE Mission. | |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
|---|--|--|--|--|
| | | | | 5% £900 (of the £18,100) |
| 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: |
| Additional achievements: Pupils experience a range of sports (in particular ones that they may not have experienced/tried). Further PE based activities for pupils. Further PE based activities for staff. | Alternative sporting activity experience (E.g. Kinball, Ultimate Frisbee, American Cheerleading, Glow Dodgeball, Colour Run etc.) Still TBC – Forest School Training, Mental Health Awareness Activities, Food Based Activity/Visit, staff ‘team building day’. | £900 £0 (Carry over to next year) | Pupils see and experience sports that they wouldn’t otherwise engage in/try. Improve pupil morale. Improve staff morale. | |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|--|---|-------------------------------------|--|---|
| | | | | 0% Through other £££ and objectives |
| 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: |
| Pupils participate in extra-curricular, competitive school sport. Signpost clubs, events and opportunities whenever possible via newsletters, school website and school social media. | Book onto/join/participate in as many CSSP provided competitions and festivals as possible when the opportunity allows. Liaison with school office and headteacher (by PE SL). | (Through the CSSP buy-in) £0 | Increased participation. Increased motivation. Meet our PRIDE mission. Wider community involvement and updated. | |

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|-----------------|---|
| Signed off by | |
| Head Teacher: | |
| Date: | |
| Subject Leader: | <i>Paul Hodge</i> |
| Date: | Started in September 2022...continued in January 2023 and April 2023. REVIEWED (and next year plans started) on 11/07/23. |
| Governor: | |
| Date: | |