

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](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£28,168
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£16000
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£16000

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	Year 6 – 54%
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	Year 6 – 42%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	69%
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?	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 all 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:
					3.4%
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:
Playground equipment to promote active playtimes	Purchase of equipment to support active playtimes offering pupils a range of activities.	£527.84	Pupils have a range of equipment available to maintain active playtimes.		Develop the range and replenish the stock of equipment as appropriate.
Re-launch the active mile	In addition to play time and lunchtime pupils are allocated a specific time in the day to complete the active mile.	£0	All pupils participate in the Active Mile. Teachers encourage pupils to challenge themselves each time.		
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					9.75%
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:

Allocate a staff lead to raise the profile of PESSPA in school.	PESSPA lead (Sf) to promote, deliver and monitor PE, Sports clubs and physical activity opportunities to ALL pupils across school. Lunchtime sports clubs- Football club (Equal opportunities to girls and boys). Netball club. Out of school competitions. Introducing physical activity type playground games to the yards.	£1,562.60	Increased participation in Girls playing football. Girls football team established and took part in the partnership league for the first time.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:
Continue to increase confidence of all staff delivering PE	L.Ferguson to monitor staff confidence in delivering PE, as this is only two teachers (one main PE teacher) LF keeps all school staff updated on the curriculum. The PE teachers share formative assessments of the pupils half termly. On a weekly basis PE teachers will discuss any pupils reluctant to engage or any pupils who have shown to be more able in activity, with the class teachers. PE teachers use the PE passport app for the scheme of work however have found it more useful to share assessments via TEAMS.		All PE lessons follow the PE Passport app (Lancashire scheme of work). The subject lead monitors that lessons follow the sequence of progression. The subject leader regularly meets the PE teacher to ensure assessments are up to date and accurate. The PE teacher uses photos and videos to show evidence of pupil and year group progress.	Share PE progression floor books with staff along with assessment trackers on TEAMS
Use activity programs and specialist knowledge to build staff confidence	Accrington Stanley have worked with different year groups to deliver different activity programs to benefit the children		Resilience and self-esteem program delivered by Acc Stanley saw pupils engage in confidence building	Involve more staff in the planning and involvement of inter-school competitions.

	but to also increase staff knowledge and skills in PE		activities and resources were discussed and left for the teachers to use in the future. Healthy Eating and Lifestyles program delivered saw the Year 5 pupils and class teacher take part in weekly sessions classroom and playground based challenges to build confidence in taking part in physical activity	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				75%
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:

Specialist Sport Coaches to deliver lunchtime sports.	For one year we have had a specialist lunchtime sports coach to deliver alternative sports to pupils who are usually reluctant to participate in physical activity.	£6916	We have seen increased engagement of pupils taking part in dance, basketball, mini golf and other alternative sports they have not tried before. Whole year groups took part each lunchtime and stayed engaged for the full 25minutes sessions.	Maintain the pupil engagement of physical activity in alternative sports. Mrs Howatson to help lead traditional playground activities in the new year. Mr Ferguson to deliver sports at lunchtime.
Designated sports/ physical activity area. (Carried over from 2021/22 MUGA)	Sports area designated to suit delivery of broader sports/ physical activity opportunities throughout the school day.	£5207	Pupils know they have the right and an equal opportunity to engage in physical activity at break time and lunchtimes. Pupils feel safe in the designated sports environment and are motivated to engage in daily physical activities including, cricket, tennis, football (Let Girls Play program) and multi skills.	Updated timetable of physical activity on the astro turf/ MUGA.
Tots on Tyres EYFS	Pupils learn to ride balance bikes and moved on to pedal bikes if capable.	£40.00	All pupils in reception could ride a balance bike by the end of the program.	Continue to provide Tots on Tyres sessions through the year with Mr Ferguson so that pupils don't lose their skills.
Free initiatives Accrington Stanley Read the Game Accrington Stanley Move and Learn Programme Y5	Reading initiative programme developed through sport. Initiative to support knowledge of developing a healthy lifestyle.	Free	Pupils, motivation and ability to read. Pupils have a greater understanding of the concepts which enable a healthy lifestyle.	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				7.5%
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:
Sports Partnership SLA	Membership into the local SP offer including competitive and inclusive events.	£1200.00	The school has participated in a high number of inter events at both level 2 and 3. This has extended to competitive sport and inclusive "School Games" events allowing more children to represent school and participate.	Utilise offers from the Sports Partnership A high % of pupils have taken part in competitive and festival events over the year. Continue to develop a programme of enrichments and inter events including competitive and School Games Offer

Signed off by	
Head Teacher:	
Date:	July 2023
Subject Leader:	L.Ferguson
Date:	July 2023
Governor:	
Date:	July 2023