

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	-£74.13
Total amount allocated for 2021/22	£16,240.00
How much (if any) do you intend to carry over from this total fund into 2022/23?	£
Total amount allocated for 2022/23	£16,240.00
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 12,126.09

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>	50%
<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>	50%
<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

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: £12,126.09		Date Updated: 12/07/23		
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: 20%	
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?:		
<p>Intended impact on pupils:</p> <ul style="list-style-type: none"> Pupils become more active and increase physical skills and development during break times. EYFS, Key stage 1 & 2 pupils will further develop their physical skills and increase their fitness by being more active through enrichment afternoon. Key stage 1 & 2 pupils who are able will develop the pre-requisite skills necessary to be able to take part in competitive sport. 	<p>Curriculum Development</p> <ul style="list-style-type: none"> Purchase of indoor and outdoor play equipment to further enhance gross motor skills and engagement in physical activity. Develop Forest Schools area to engage pupils in outdoor learning. Access additional training by HLTA to enable her and school staff to lead & deliver a PE lunch time club programme. 		<p>£1,353.04</p> <p>£1,596.11</p>	<ul style="list-style-type: none"> Pupils engage in regular physical activity The profile of PE/sport/games raised All pupils experience a range of sports and activities including extra-curricular activities. Pupils show improved skills in competitive sport. All pupils benefit from improved levels of fitness & stamina through regular access to physical activity All pupils enjoy physical activity, at all levels of physical ability, including 'reluctant' movers. All pupils take part in physical exercise through specialist advice at all levels of SEN/physical need. Staff skills/confidence in teaching & provision of PE improved – more able to sustain quality PE teaching. Staff more confident to run a PE club 		<ul style="list-style-type: none"> Sustainability for school - staff skills and confidence in the teaching & provision of PE improved - more able to sustain quality PE teaching opportunities. Sustainability for school will continue as staff build their skills and knowledge working alongside school staff with additional PE training. To further develop skills and confidence of existing staff (HLTA) to provide a broad and balanced curriculum. To gather pupil voice – in particular the voice of girls so that they are engaged in PE transitioning into KS3.

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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				20%
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>Intended impact on pupils:</p> <ul style="list-style-type: none"> Increased opportunities for pupils to become more active and increase physical skills and development during break times. Key stage 1 & 2 pupils will further develop their physical skills and increase their fitness by being more active through a lunchtime club. Key stage 1 & 2 pupils who are able will develop the pre-requisite skills necessary to be able to take part in competitive sport. Develop school staff confidence and skills in delivering PE. 	<p>Curriculum Development</p> <ul style="list-style-type: none"> Purchase of new updated outdoor gym equipment/ outdoor play equipment to enhance and engage pupils in physical activity. Purchase of indoor climbing frame and linking equipment to further enhance gross motor skills and engagement in physical activity. Develop Forest Schools area to engage pupils in outdoor learning. Access additional training by HLTA to enable them to lead & deliver a PE lunch time club programme. Purchase updated Lancashire EYFS, KS1/2 PE SOW & curriculum for PE. Access ongoing additional LA Physical Education training for 1 HLTA & 1 Teacher. Access Forest Schools level 3 training for HLTA and Level 2 Forest School for an additional TA, so that she can deliver an outdoor curriculum for pupils. 	See indicator 1	<ul style="list-style-type: none"> Pupils engage in regular physical activity The profile of PE/sport/games raised All pupils experience a range of sports and activities including extra-curricular activities. Pupils show improved skills in competitive sport. All pupils benefit from improved levels of fitness & stamina through regular access to physical activity All pupils enjoy physical activity, at all levels of physical ability, including 'reluctant' movers. All pupils take part in physical exercise through specialist advice at all levels of SEN/physical need. Staff skills/confidence in teaching & provision of PE improved – more able to sustain quality PE teaching. Staff more confident to run a PE club. 	<ul style="list-style-type: none"> Sustainability for school - staff skills and confidence in the teaching & provision of PE improved - more able to sustain quality PE teaching opportunities. Sustainability for school will continue as staff build their skills and knowledge working alongside school staff with additional PE training. To develop sensory circuits to support behaviour and engagement in learning. To further develop skills and confidence of existing staff (HLTA) to provide a broad and balanced curriculum.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				20%

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:
<ul style="list-style-type: none"> Develop school staff confidence and skills in delivering PE. <p>Intended impact on pupils:</p> <ul style="list-style-type: none"> Increased opportunities for pupils to become more active and increase physical skills and development during break times. Key stage 1 & 2 pupils will further develop their physical skills and increase their fitness by being more active through a lunchtime club. Key stage 1 & 2 pupils who are able will develop the pre-requisite skills necessary to be able to take part in competitive sport. 	<p>Staff Training</p> <ul style="list-style-type: none"> Purchase updated Lancashire EYFS, KS1/2 PE SOW & curriculum for PE. Access ongoing additional LA Physical Education training for 1 HLTA & 1 Teacher. LCC SLA training on PE Passport App. PE lead attended the following LCC course: <ul style="list-style-type: none"> Swimming Gymnastics All staff had training on Teaching KS1 PE. LCC PE consultant to work with PE lead on curriculum development. Purchased Ipad and cover to assess pupils on PE Passport. 	<p>£842.00 (LCC – Service Level Agreement)</p> <p>£378.00</p> <p>£189.00</p> <p>£1,650.00</p> <p>£250.00</p> <p>£321.94</p>	<ul style="list-style-type: none"> Pupils engage in regular physical activity The profile of PE/sport/games raised Pupils show improved skills in competitive sport. All pupils enjoy physical activity, at all levels of physical ability, including ‘reluctant’ movers. All pupils take part in physical exercise through specialist advice at all levels of SEN/physical need. Staff skills/confidence in teaching & provision of PE improved – more able to sustain quality PE teaching. Staff more confident to run a PE club. 	<ul style="list-style-type: none"> Sustainability for school - staff skills and confidence in the teaching & provision of PE improved - more able to sustain quality PE teaching opportunities. Sustainability for school will continue as staff build their skills and knowledge working alongside school staff with additional PE training. Next steps to look at wider range of larger equipment available in school.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				20%
Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested

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:	pupils now know and what can they now do? What has changed?:	next steps:
<p>Intended impact on pupils:</p> <ul style="list-style-type: none"> • Provide a broader range of physical exercise for 'reluctant movers'. • Identified pupils will increase their physical skills and stamina. • All pupils have experiences of a multi-sensory approach to a physical PE curriculum. • 'Least active' pupils will be engaged in a broader range of activity. • To develops pupils' athletic abilities and self-awareness, and improves the pupil's capabilities in self-defence. 	<p>PNECT Multiskills Delivered weekly enrichment programme for six weeks (whole school) by PNE sports coach.</p> <p>Tennis 1 day workshop (whole school)</p> <p>LPM Dance – weekly enrichment activity (whole school)</p>	<p>£1,650.00</p> <p>Free</p> <p>£2,036.00</p>	<ul style="list-style-type: none"> • All pupils demonstrate confidence and enjoyment in trying new physical activities. • Deaf pupils successfully access dance & movement opportunities through specialist providers. • Staff are more confidence in teaching music/movement/dance improved – able to sustain quality dance/music opportunities. • Raise the profile of music/movement across key stages in school with staff & pupils. 	<ul style="list-style-type: none"> • Sustainability for school will continue as staff build their skills and knowledge.
<p>Intended impact on pupils:</p> <ul style="list-style-type: none"> • Increased opportunities for pupils to become more active and increase physical skills and stamina within a supported 'adventurous' outdoor setting. • Pupils will increase their physical skills and stamina. • All pupils will have experiences of an outdoor adventurous approach to a physical PE curriculum. <p>'Least active' pupils will be engaged in a broader range of activity.</p>	<p>Forest Schools To train HLTA (P.E. Lead) on delivering an Outdoor Adventurous curriculum which meet the needs of all our pupils.</p>		<ul style="list-style-type: none"> • Range of adventurous physical opportunities offered to all pupils is widened. • Pupils enjoying regular sustained physical activity over regular weekly sessions. • Pupils demonstrate improved physical resilience & confidence when participating in adventurous outdoor activities. • Improved staff confidence, knowledge and skills in teaching outdoor activities by working alongside an experienced Forest Schools Trainer. 	<ul style="list-style-type: none"> • Sustainability for school will continue as staff build their skills and knowledge in the delivery of an outdoor adventurous activity. • Regular weekly adventurous activities prepares children for residential visit at an outdoor pursuits centre. • Pupils to develop engagement in outdoor physical activity.

<p>Intended impact on pupils:</p> <ul style="list-style-type: none"> • Provide swimming lessons for KS2 pupils to help meet statutory swimming requirements. • KS2 pupils will increase their swimming skills and water safety skills. 	<p>Additional swimming Employment of a specialist swimming teacher to facilitate additional 'top up' swimming lessons for Key stage 2 pupils.</p>	<p>£810.00</p>	<ul style="list-style-type: none"> • To develop skills in swimming, water safety and water confidence. • Pupils demonstrate improved water safety skills around water through additional 'top-up' swimming lessons. • KS2 pupils demonstrate improved competence, proficiency and confidence over a distance of at least 25 metres. • ALL pupils, irrespective of their special educational needs and disabilities demonstrate excellent progress in line with their prior learning and ability. 	<ul style="list-style-type: none"> • Sustainability for school will continue as staff build their skills and knowledge in the delivery of water safety and swimming skills. • Sustainability of fitness and development of physical skill outcomes will continue by school continuing additional swimming lessons for KS2 pupils.
<p>Intended impact on pupils:</p> <ul style="list-style-type: none"> • Increased opportunities for pupils to experience a wider range of adventurous physical activities alongside specialist staff. • KS2 pupils will be better prepared for secondary transition – opportunities to experience 'challenge', develop independence & confidence. • Pupils will increase their physical stamina across a wider range of outdoor activities. • 'Least active' pupils will be engaged in a broader range of activities. 	<p>Residential Visit School funded four-day residential trip to Hothersall Lodge – outdoor education centre.</p>	<p>£1,050.00</p>	<ul style="list-style-type: none"> • All pupils experienced a wide range of adventurous physical activities alongside specialist staff. • All pupils engaged in their learning and participated in activities that encouraged 'challenge', develop independence & confidence. • All pupils took part in a wide range of outdoor activities – improving stamina. • 'Least active' pupils will be engaged in a broader range of activities. 	<ul style="list-style-type: none"> • Regular weekly adventurous activities/ Forest School activities prepares children for residential visit at an outdoor pursuits centre.

<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation: 20%</p>
<p>Intent</p>	<p>Implementation</p>	<p>Impact</p>		
<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</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>

consolidate through practice:				
<p>Intended impact on pupils:</p> <ul style="list-style-type: none"> Increased opportunities for pupils to become more active and increase physical skills and development during break times. Key stage 1 & 2 pupils will further develop their physical skills and increase their fitness by being more active through a lunchtime club. Key stage 1 & 2 pupils who are able will develop the pre-requisite skills necessary to be able to take part in competitive sport. Develop school staff confidence and skills in delivering P.E. Identified pupils will increase their physical skills and stamina. 'Least active' pupils will be engaged in a broader range of activity. 	<p>Employment of specialist P.E. coaches to work alongside staff and deliver specialist sessions which meet the needs of all our pupils - Develop school staff confidence and skills in delivering P.E.</p> <p>To book and attend specialist coaching sessions and access specialist equipment (tennis/ gymnastics) to enhance and develop the skills for all our pupils.</p> <p>To purchase P.E uniform to take part in external competitions.</p>	<p>See indicator 4</p> <p>Football Wellbeing Dance Tennis Forest School</p>	<ul style="list-style-type: none"> All pupils demonstrate confidence and enjoyment in trying new physical activities. Staff are more confident in teaching music/movement/dance. Raise the profile of music/movement/dance across key stages in school with staff & pupils. Sensory pupils enjoy opportunities to move freely and safely - develop exploratory skills & make choices within a multi-sensory environment. Raise profile of PE for pupils who struggle with competitive sport. Identified pupils will demonstrate increased physical stamina and enjoyment in physical movement. Identified pupils will show progress in their physical and attending skills when tracked across internal and external assessment systems. Pupils engage in regular physical activity The profile of PE/sport/games raised Pupils show improved skills in competitive sport. All pupils enjoy physical activity, at all levels of physical ability, including 'reluctant' movers. All pupils take part in physical exercise through specialist advice at all levels of SEN/physical need. Staff skills/confidence in teaching & provision of PE improved - more able to sustain quality PE teaching. Staff more confident to run a PE club. 	<ul style="list-style-type: none"> Sustainability for school - staff skills and confidence in the teaching & provision of P.E. improved - more able to sustain quality P.E. teaching opportunities. Sustainability for school will continue as staff build their skills and knowledge working alongside school staff with additional P.E. training. Next steps to look at wider range of larger equipment available in school. To continue to take part in a range of competitive sport to enhance pupil participation, engagement and develop skills.

Signed off by	
Head Teacher:	Bev Hennefer
Date:	12/07/23
Subject Leader:	Sofia Parveen/ Lisa Dewhurst
Date:	12/07/23
Governor:	Clive Gregory
Date:	