

# 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 31<sup>st</sup> 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	£17, 649
Total amount allocated for 2022/2023	£ 17, 670
How much (if any) do you intend to carry over from this total fund into 2023/2024	£ 21, 944
Total amount allocated for 2023/2024	£ 17, 920
Total amount of funding for 2023/2024. <b>Ideally should</b> be spent and reported on by 31st July 2024 .	£ 39,864

## 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. <b>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</b>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</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	57%
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	57%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	90%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	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:		Date Updated:	
<p><b>Key indicator 1:</b> 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>					Percentage of total allocation:
					%
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:
Employ S4YC to ensure that ALL pupils are engaged in regular high quality physical activity.  Teachers to deliver National Curriculum PE weekly.	<p>Pupils will receive a lesson from S4YC once a week in one half term then twice a week in the other half term. This will be Curriculum PE following our long-term plan.</p> <p>On terms when only one lesson with S4YC, teachers will teach second lesson following CPD working alongside S4YC.</p>		£11, 552	<p>Assessment on IPEP</p> <p>All classes reported 100% participation in PE lessons and other physical activity.</p> <p>Pupil Voice shows that children are enjoying PE and understand its importance. They feel safe in PE and know what they have done well and how they can improve.</p>	<p>Staff have used sessions with S4YC as CPD to ensure the continuation of high-quality PE lessons which engage ALL children and encourage participation.</p> <p>Children have a good understanding of the importance of physical activity as part of a healthy lifestyle.</p> <p>Children are developing fundamental skills which they can continue to build upon.</p> <p>The long term plan put in place allows for prior knowledge to be built upon and the progression of skills throughout the school.</p>

<p>Offer a longer period of Swimming Sessions for children in Years 5 to increase the number of children achieving the 25m expectation within the normal curriculum lessons.</p> <p>Purchase new equipment to develop a wider range of sports and activities available to pupils both during, before and after school to encourage and engage pupils in regular physical activity. New equipment will also enhance the quality of lessons delivered by staff.</p>	<p>Year 5 children will attend swimming lessons from February – July to increase progress towards national expectations.</p> <p>Audit equipment for lessons and playtime. Order relevant equipment ensuring there is equipment suitable for the range of ages and abilities throughout the school.</p>	<p>£ 1000</p> <p>£166</p>	<p>The confidence of non-swimmers has increased dramatically with children moving out of the non-swimmers group over the period of the sessions. In February, we had 9 non-swimmers. In July we have 1 non-swimmer. Assessment in week 1 reported that 5 children could swim 25m. Assessment on the final week reported that 23 children can now swim 25m.</p> <p>Children are more active during lessons as there is enough equipment for all children to be involved.</p> <p>Wider range of lessons and clubs can be delivered with equipment on offer, for example, dodgeball. Playtime boxes have been made available so that equipment is easily accessible to promote active playtimes and lunchtimes.</p>	<p>Continue to offer longer periods of swimming lessons to Year 5 children to increase the confidence of non-swimmers and increase the number of Year 6 children achieving the national expectations of 25m</p> <p>Children making being active part of their daily routine which builds healthy lifestyle habits and choices.</p> <p>Children are accessing a wider variety of active sports and experiences allowing them to find the physical activity they enjoy to encourage them to become confident taking part in daily physical activity</p>
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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: %
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:
Use the House System that is already in place to appoint House captains in year 6 which builds self-esteem and confidence. Provides role models to the younger children. This system is also used to support intra-school competition with competitions being held at the end of each half term. Both team and personal achievements celebrated.	All children belong to a house led by a house captain from year 6.  Intra-school competition to be held each half term based on learning in PE for that term.  House teams are used within PE and other lessons.  House notice board used to celebrate success of teams.		The pupils have a sense of belonging and take pride in being part of a team. House captains provide a role model for younger children and offer a position for the children to aspire to achieve. Children report that they enjoy working as part of a team rather than on their own and they prefer to join in when they are working for points for their house. Promotes self-esteem, resilience, fair play and belonging.	House system is embedded across all aspects of school life (not just for PE and sports) For example, children earning 'beads in the jar' for following school rules and showing school values. House captain is a position that children are striving to achieve.
Organise a whole-school celebration day for PE,Sports and PSHE	The whole school community-including parents- to be involved in a celebration.	£56.43	100% of children were given the opportunity to take part in a whole intra-school celebration/competition. Offering both individual and team events allowed all children to gain points for their team and feel a sense of belonging. It promoted self-esteem, resilience and fair-play. Parents were invited to attend the event which	The event can be ran annually as a culmination of the years PESSPA. Based on staff, children and parent feedback, we will continue to offer both individual and team events.

			raised the profile of PESSPA.	
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>	Percentage of total allocation:
	%

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:	Sustainability and suggested next steps:
Staff to work alongside S4YC for CPD. Staff to become more confident in delivering high quality PE lessons in all areas.	Staff to have timetabled lesson with S4YC to develop confidence and build continuity of lessons. Staff teach their own PE lesson once a week. Staff to use IPEP for lesson plans and communicate with S4YC about progression and next steps.	£ as above	Teachers are more confident in delivering high-quality PE lessons. Teachers have gained experience in delivering lessons in a wider range of activities. Children are developing fundamental skills which are then built and progressed through school.
Introduce IPEP to all staff as a tool for planning and assessment.	IPEP to provide training to PE leads and all staff. S4YC and all staff to use IPEP for long, medium and short terms plans.		Teachers have become more confident in the delivery and assessment of PE. Assessment can be tracked and progression monitored.

	All lessons to be taught following these units of work.		Ensure high-quality, engaging PE lessons are being taught. Assessment is all in one place and children's development and progress and be easily tracked. Improved confidence of staff and has given them the opportunity to teach different sports.	
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
Identify target children( e.g. disadvantaged children, children with mental health/self-esteem concerns, inactive children) and offer lunchtime clubs through S4YC to these children to broaden their experience of a wider range of sporting activities.	Speak with teachers to identify target children and use pupil voice to determine activities to offer.	£ as above	Target children have had experience of <ul style="list-style-type: none"> <li>- developing fundamental skills which then allows them to be more active.</li> <li>- Disadvantaged children have been able to attend a sports club which they would not otherwise have been able to attend.</li> <li>- Inactive children have been exposed to a wide variety of playground activities and games which they can then use themselves with</li> </ul>	Children have developed fundamental skills and ideas and have gained experience of a variety of sporting activities which they can use to stay active at playtimes or give them the confidence to join in sporting clubs and activities both in and out of school.



<p>Offer a broad range of clubs to offer children sporting activities they would not normally get chance to do.</p>	<p>Use pupil voice to identify clubs children would like to have. Ensure clubs are before, after and during school time to allow them to be accessible to all children</p>	<p>£150</p>	<p>their friends to encourage active playtimes.</p> <p>Clubs offered Football Multi-sport Fitness Yoga Dodgeball Dance Judo Tennis Cricket</p>	<p>Some of these clubs have been used as CPD for staff to enable the offer of these clubs to continue.</p>
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<p><b>Key indicator 5: Increased participation in competitive sport</b></p>				<p>Percentage of total allocation: %</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impact</b></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 consolidate through practice:</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>

<p>To buy into Halton School Games package.</p>	<p>Plan which competitions we would like to take part in through the year.</p>	<p>£ 450</p>	<p>Competitions attended: -Cricket tournament</p> <p>Offered Netball club to in order to go to netball tournament – no children attended.</p> <p>Offered girls the chance to go to football tournament – not enough interest</p> <p>Swimming gala took place prior to us starting swimming lessons.</p>	
<p>Organise intra school competitions termly</p>	<p>Link with S4YC lessons to organise house competitions in a range of different sports.</p> <p>Celebrate individual and team achievements.</p>		<p>Half termly competitions based around learning from that term have allowed all children to take part in regular competitive sport. All children have experienced a sense of achievement in competitive sport which has boosted self- esteem and increased engagement and enthusiasm for competitive sport</p>	<p>This structure of competition can easily be continued.</p>

Signed off by	
Head Teacher:	Rachel Tainsh
Date:	25/7/23
Subject Leader:	Hannah Skitt & Ian Hilton
Date:	25/7/23
Governor:	H Furnivall
Date:	25/7/23