

# 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](http://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 of 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 2021/2022  | £ 4 600 |
| Total amount allocated for 2021/22  | £       |
| How much (if any) do you intend to carry over from this total fund into 2022/23     | £       |
| Total amount allocated for 2022/23  | £18 180 |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023. | £22 780 |

## 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><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></p> | 24/28          |
| <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><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 2021.</p> <p>Please see note above</p>  | 86%            |
| <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>  | 86%            |
| <p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>  | 86%            |
| <p>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?</p>   | Yes/ <b>No</b> |

## 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: 2022/2023  | Total fund allocated:   | Date Updated:             |  |  |
|---|---|---------------------------|--|--|
| <b>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</b>  |   |                           | Percentage of total allocation:  |  |
|   |   |                           | 33%  |  |
|   |   |                           | £7, 428  |  |
| 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>To provide all pupils with the opportunity to engage in a wide variety of physical activity</p> <p><b>South Ribble Partnership</b></p> <p>Mixed football<br/>                     Girl's football<br/>                     Rugby competition<br/>                     Netball<br/>                     Multi-skills<br/>                     Boxing<br/>                     Tennis<br/>                     Young Leaders Training<br/>                     Tots on tyres</p> | <p>Provide Forest School training with a qualified instructor who, in turn, provides CPD for in-house staff</p> <p>South Ribble partnership play an integral role in providing after school provision for our children. They cover a range of sports, inclusion events, cooking and meeting other areas of mental health and well-being services for our children.</p> <p>The children will be involved in borough events, local school events and competitions.</p> <p><b>Whole School Focus*</b> to work as a team. This was paramount in supporting the children when attending clubs across school and borough competitions when some children were unfamiliar of this type of competition.</p> | <p>£3540</p> <p>£2405</p> | <p>All pupils are actively engaged in meaningful activities that promote physical activity, resilience and team work.</p> <p><b>PPG attendance questionnaire:</b><br/>                     Year 1: <b>80%</b> of PPG children attend.<br/>                     Year 2: <b>50%</b> of children attend.<br/>                     Year 3: <b>56%</b> of children attend.<br/>                     Year 4: <b>60%</b> of children attend.<br/>                     Year 5: <b>67%</b> of children attend.<br/>                     Year 6: <b>57%</b> children attend.</p> <p>An increase in attendance for PPG children, an excellent start and we will engage these children in continuing to attend clubs as well as trying new sports.</p> | <p>Continue to provide Forest school with in-house Forest School trained member of staff.</p> <p>The same end of year PPG questionnaire will be complete 2024 and targeted children who do not attend will be supported, whether it be travel or interest in sports.</p> <p>As part of the questionnaire, I asked the children which sports would engage them in after school club. These sports are now on the timetable for 2022-2023.</p> |

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| <b>Sports Directory</b><br>To provide a football kit that all children in KS2 could wear representing the school.   | Shin pads<br>Gloves<br>Football boots<br>Spare football kit and training jacket   | £283               | All children were able to attend the football tournament in a uniform kit with socks, top, shorts and jacket. All children had access to spare shin pads and gloves.   | There is a process to ensure all kits are kept in school for children who struggle to gather a full kit to participate in the after-school club.   |
| <b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>   |   |                    |  | Percentage of total allocation:<br><br><b>15%</b>  |
| <b>Intent</b>   | <b>Implementation</b>   |                    | <b>Impact</b>  | <b>£3475</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:   |
| Taz Sports Day (Summer Term 2022)<br><br>UK Military School (Sports Day 2022)<br><br>Personal Best Stations   | <u>All elements of sports day will cover criteria:</u><br>Tas - Dance – <b>Enjoyment/Rhythm</b><br>UK Military School – <b>Challenge</b><br>Yoga – <b>Mental Health and well-being</b><br>Personal Best Stations ( <b>Personal best</b> target, competing with past achievements)<br>Racetrack ( <b>Competition</b> ) | £295<br><br>£2800  | <u>Taking on board feedback from children in 2021-2022:</u><br><b>Taz</b> - KS1 children attended <b>Taz</b> on this occasion.<br><b>UK Military School</b> was a hit in the Autumn Term and the children thoroughly enjoyed the inflatables, they commented on their fitness levels being able to get through the assault course.<br><b>Yoga</b> – Following discussions with PE ambassadors, they had spoken to children in school. They are aware of their progress with yoga stances and how they have improved since our Yoga teacher, Charlotte joined us for special events.<br><b>Personal Best Stations</b> – These were set up and ran as usual.<br><b>Racetrack</b> – children participated in track races and were happy with the chosen events. Evaluated after planned for following year. | <u>Evaluation of the day:</u><br><b>Taz</b> – to find alternative ideas for enjoyment and fun. To review with the PE ambassadors.<br><b>UK Military School</b> – To book again for following year.<br><b>Yoga</b> – To book again for following year.<br><b>Yoga</b> – To continue, children noticed improvements and worth building on these.<br><b>Personal Best</b> – To book again and chance some stations for challenge. Include PE Ambassadors in this process.<br><b>Racetrack</b> – To continue, again check with the PE Ambassadors that children are happy as this is all for them. |

|                             |  |      |   |  |
|-----------------------------|--|------|---|--|
| YPO Soft Touch Ball         | Balls for playground equipment bag – this will hopefully prevent any balls going too far across the yard and over fences. These are to also support KS1 play. TA is supporting younger children in play.                             | £50  | More small groups of children from KS1 playing at lunch time with TA.   | Changing playground equipment in the future due to the misuse of equipment. These small soft touch balls will be included in the playground year group bags. |
| Zumba – New Year, New Start | Intentions for New Year, new Start week was to engage the children in the new years’ resolution aspect practically. A timetable was created to ensure every child in the school was able to access a Yoga workshop with their class. | £180 | Starting a new year, with a new year’s resolution is sometimes a hard concept for our children. Having a week of Zumba and Yoga to kick start our new year was a great incentive to think about how we make our bodies healthy and happy. The children could tell me particularly about how to make their minds happy. They told me concepts like getting exercise, steps and drinking plenty of water. As well as this, they could tell me reading a book and participating in a hobby could help their mental well-being. This demonstrates their understanding of all aspects of our health. | If time allows, we will agree to do this next year as this really had a great start to the new year.   |
| Yoga – New Year, New Start  |  | £150 |   |  |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport   |  |                    |   | Percentage of total allocation:  |
|---|--|--------------------|---|--|
|   |  |                    |   | 0%   |
| Intent  | Implementation   |                    | Impact  | £0   |
| 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:                                     |
| Staff meeting on the PE Passport App  | To ensure all staff are confident and comfortable using the PE Passport App. | £0                 | The staff began to use the App at the beginning of the year and are becoming increasingly confident with using the app for lesson planning. | To ensure all staff are confident and comfortable using the assessment tool. |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils   |  |                    |   | Percentage of total allocation:  |
|---|--|--------------------|---|--|
|   |  |                    |   | 3%   |
| Intent  | Implementation   |                    | Impact  | £723   |
| 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:   |
| Tower Wood Residential  | To support children in Ghyll scrambling, sailing, climbing and abseiling.                              | £723               | Children participate in sports they have never experienced before. The children have a richer understanding of water sports and the impact this has on our mental health and well-being. The children, by the end of the week, were attempting a range of challenges and were stepping out of their comfort zones | Moving to Tower Wood has been an excellent move. The children were able to push themselves out of their comfort zones further.                             |
| Progressive Masculinity Programme – Y5 & 6 boys to challenge power-based models of aggression, misogyny and dominance                                       | Outsourced programme over 10 hours of workshops to address issues experienced by a small group of boys | £1200              | The pupils involved in the programme demonstrate changed attitudes and acceptance of self as evidenced through Behaviour monitoring, Attendance, mental health and confidence, motivation and specific Learning Mentor support  | The boys involved in the programme are facilitated to hold meetings with other pupils from the Y4/5 classes to share their learning and adapted attitudes. |

| Key indicator 5: Increased participation in competitive sport   |   |                    |   | Percentage of total allocation:   |
|---|---|--------------------|---|---|
|   |   |                    |   | 11%   |
| Intent  | Implementation  |                    | Impact  | £2405   |
| 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 Development  | To continue to participate in as many sports as possible – this is included in the South Ribble Partnership | £2405              | <p><i>Evidence input from above.</i></p> <p><b>PPG attendance questionnaire:</b><br/> Year 1: <b>80%</b> of PPG children attend.<br/> Year 2: <b>50%</b> of children attend.<br/> Year 3: <b>56%</b> of children attend.<br/> Year 4: <b>60%</b> of children attend.<br/> Year 5: <b>67%</b> of children attend.<br/> Year 6: <b>57%</b> children attend.</p> <p>An increase in attendance for PPG children, an excellent start and we will engage these children in continuing to attend clubs as well as trying new sports.</p> <p>Some clubs did not go ahead because of staffing.</p> | <p><i>Evidence input from above.</i></p> <p>The same end of year PPG questionnaire will be complete and targeted children who do not attend will be supported, whether it be travel or interest in sports.</p> <p>As part of the questionnaire, I asked the children which sports would engage them in after school club. These sports are now on the timetable for 2022-2023.</p> <p>To look into using the skill set of a TA to run clubs alongside the, Physical Education curriculum leader to arrange all events to ensure we can go on as many as we can.</p> |

|                 |            |
|-----------------|------------|
| Signed off by   |            |
| Head Teacher:   | E. Darnell |
| Date:           | July 2023  |
| Subject Leader: | N. Fenton  |
| Date:           | July 2023  |

|           |           |
|-----------|-----------|
| Governor: | J. Mills  |
| Date:     | July 2023 |