

# 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	£0
Total amount allocated for 2021/22	£20,620
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£21,586
Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023.	£21,586

## 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>	
<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 2023.</p> <p>Please see note above</p>	78%
<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>	73%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	73%
<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>	No

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## 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: £21,586	Date Updated: July 2023	
<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				Percentage of total allocation: 20.8%
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:
Quality first PE provision for all pupils based on National Curriculum to ensure all children have the opportunity to challenge themselves individually.	Subject Champions to develop curriculum map to align themes across year groups to show progression and application of skills  Subject Champions to work alongside SLT to ensure curriculum aims align with SIP aims.	£2000	Progress of each thread can be seen in evidence folders, children demonstrate a variety of skills they have learned.  Children can talk about Aim High Curriculum, they can discuss what they have learned about in previous threads and use subject specific vocabulary.	Continue to develop the curriculum, ensuring that all pupils can achieve including SEND pupils.  Ensure consistency in teaching all the threads at the correct time so that all pupils gain all the knowledge they need to succeed.
Involvement of SEND and PP pupils in sports clubs after school.	Identify SEND and PP pupils who do not attend sports clubs. Ensure there are allocated spaces in each club to allow for these pupils.	£1000	All pupils have been given the same opportunity to access sports clubs.	Continue to monitor attendance at sports clubs after school and ensure provisions are made to include SEND and PP pupils.
Equipment for use at break-times and lunchtimes.	Staff on duty to encourage active play.	£1500	More children involved in active play during break and lunch times – skipping is now very popular amongst all year groups.	Ensure equipment is kept safe and is used frequently.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				4.5%
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:
PE Star of the half term	Promote a love of PE and ambition through rewarding a PE Star of every half term. Winners from each half term to be invited to a celebration afternoon with PE leads and sports ambassadors during last week of summer term.	£180	Children have become leaders in the subject and support their peers in sports and activity that they have shown that they excel in. Pupils are engaged with the award scheme and strive to be awarded.	Sports Ambassadors to be more involved with the process and look into awards or class prizes/medals
Intra-school competitions/tournaments for each year group at the end of a unit of work to raise the profile of competitive sport.	Subject Champion to ensure plans are progressive and lead to matches/competitions at the end of each unit.	£320	Enthusiasm is shown by all children participating in the competitions. Celebrated on twitter and the newsletter.	Continue to include competitive element in all PE topics. Begin to develop girls only teams to compete with each other and then other schools.
Inter-school competitions - allow children to gain experience and a wider understanding of competitive sport.	Subject Champion to identify which competitions are appropriate for our pupils to enter and which align with the curriculum map. Work with SLT to identify which competitions are entered for the competitive element and which are entered into for inclusivity. Enter a range of competitions and report on these via the newsletter.	£480	Children have taken part in a range of sports competitions. Gymnastics team participated against other schools in School Games in KS1 and KS2. Football teams across KS2 took part in a tournament with local schools in the Summer term. Netball teams in KS2 have participated in a School Games tournament. Children show pride in representing the school.	Continue to develop our own school competitions with local schools, create a girls only team where there is demand. Ensure that a wide range of children are invited to compete in competition either in school or out of school . Continue to have trials for teams where there is demand, to be held by subject champions.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				27%
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:
Livewire membership	Network meeting for Subject Champions. Build links with local schools.	£925	Pupils will be able to access more competitive games. PE lead will have more knowledge of how local schools are targeting challenges.	PE lead will pass on any CPD or links to other schools. Maintain communication to provide more experiences for the pupils.
Subject Champion to go on tennis CPD - Cover for class	Subject champion to feedback to teachers who will be teaching tennis. CPD for all staff.	£160	Feedback from CPD teachers found useful. Plans adapted to support teachers when teaching tennis.	Monitor CPD opportunities for teachers and subject leaders. Survey teachers to see if they need further support to teach any of the threads of PE.
CPD for staff.	Subject Champion to organise CPD survey. CPD to be planned based on feedback from teacher survey results. Lesson support through team teaching, observations, planning guidance, feedback. Specialist coaches to be used for team teaching and staff training.	£4737	Teachers have developed their skills further in the planning, delivering and assessing of PE. Knowledge and confidence of staff delivering PE has increased. Pupils have made good progress.	Teachers have been upskilled in teaching PE in their year group. Ensure teachers who have moved year groups/are new to the school have sufficient CPD opportunities.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				33.3%
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:
Forest School - 3 year groups to complete a half term of forest school per class engaging in outdoor and adventurous activities.	Pupils will gain knowledge and understanding through developing an interest in the natural surroundings and build on their respect for the environment. Through freedom and space to learn, pupils will develop confidence in their independence. They will show an increased awareness of the consequences of their actions on peers through group activities. Pupils will show better concentration for longer periods of time both during forest school sessions and on their return to the classroom. Communication skills will develop through the variety of sensory experiences on offer. Physical stamina and gross and fine motor skills will be developed.	£3930	Reception, Yr 1, Yr 3 and Yr6 have participated in Forest school for at least one half term. Children have gained confidence from taking on new challenges. Using cooperation and communication with their peers to build positive relationships with their class and teachers. Children are more in touch with their mental health and understand ways to support this by completing outdoor activities based on their interests. In reception, 96% of children met the ELG for fine and gross motor skills.	Forest school will continue across all year groups, every class will take part in forest school for one half term. Reception will receive a longer offer to develop their confidence and encourage strong relationships between new peers and adults.
Warrington Wolves rugby coaching. Involved in festival		£600	Increased knowledge in the game of rugby. Children can compete in	Year 4 coaching slots booked for next academic year.

<p>Health Week</p> <ul style="list-style-type: none"> <li>Hula Skills workshop</li> </ul>	<p>Book coaching for Year 4 (not Year 3 this year as it clashes with swimming).</p> <p>Circus and hula workshop experience day. Opportunity for pupils to experience new and exciting activities they may never have taken part in before.</p>	<p>£500</p>	<p>simple games of tag rugby.</p> <p>All children enjoyed taking part in new activities. Children showed confidence taking on a new skill and worked safely with equipment. Evidence can be seen on school twitter and newsletter. Children can talk about why it is important to stay healthy and participate in activity going forward. Children had to complete challenges set by sports ambassadors on Google classroom.</p>	<p>Speak to local teams for coaches to take sessions, this will allow for children to be invited to clubs for further sessions if possible, or provide links to local clubs to engage children in participation.</p> <p>New activity to be booked for next year.</p>
<p>Ability day</p>	<p>Enter into the WASSP ability day to allow any SEND children to take part in competitive sport. Arrange staffing and transport</p>	<p>£260</p>	<p>SENDCo recommended a group of children to attend the ability day. They enjoyed being a part of a sports team who were invited to represent the school and thoroughly enjoyed taking part in the different sports and activities.</p>	<p>Enter the ability day competition again next year and allow more children the opportunity to take part. Subject champions to target all SEND children and provide teachers and Sport coaches with guidance to support in their lessons.</p>

Payment for PP pupils to attend outdoor and adventurous residential visits.	Organise and allocate spaces for PP pupils to join their peers on residential visits (Menai, Vibe, Tattenhall).	£1900	PP pupils took part in a variety of OAA during their residential visits. They learnt new skills and how they could apply these in different situations.	Ensure funding is available to allocate for PP pupils to attend residential visits.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				14.3%
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:
WASSP Membership - Participation of pupils in competitions.	Through the School Games Network, competitions will be participated in more frequently and support will be provided for the School Games Mark.	£930	KS1 and KS2 children have participated in Gymnastics competition through School Games. KS2 Netball teams have participated in several tournaments organized by School Games. Football tournaments attended by KS2.	Continue membership. Analyse information to aim to achieve Bronze next year. Enter teams into new competitions next year. After school clubs to be linked to competitions. Look at timetable for next year and ensure we have availability for children to attend all.
School Games		£280		
Transport to competitions	Provide transport to allow pupils to access competitive sports competitions.	£710	Children were able to participate in competitions and tournaments outside of school that we had been invited to.	Continue to participate in competition in and out of school.

Equipment audit	Subject Champions to conduct equipment audit to identify new equipment that needs purchasing.	£160	All threads of PE will be able to be taught correctly with the correct equipment. Staff will be more confident teaching PE.	Continue to monitor equipment.
New equipment purchased based on equipment audit.	New gym mats, equipment. Equipment bought to support individual pupils in school, including SEND children to support them to achieve whilst taking part in physical activity.	£1014	Curriculum has been taught effectively with the correct resources. All abilities can access the PE curriculum with specialized resources.	Look after current equipment and order more to support new children coming into school and for any changes in curriculum planning.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	<i>Emily Hardman</i>
Date:	July 2023
Governor:	
Date:	