

# 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 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	£2 553
Total amount allocated for 2021/22	£18 060
How much (if any) do you intend to carry over from this total fund into 2022/23?	£344. 42
Total amount allocated for 2022/23	£18 060
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£18 060

## 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 2022.</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

## 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.

<b>Academic Year:</b> 2022/23		<b>Total fund allocated:</b>		<b>Date Updated:</b>	
<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: 2%
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:
Ensure all children have access to an adequate amount of PE and physical activity both in and out of the curriculum.	Children run around the school field. Children take part in two hours of high-quality PE lessons. Children do 30 minutes of additional daily exercise. School has a daily mile track.		N/A – time  £344.42 earmarked this year.	Improved physical fitness and stamina. Improved mental health and more engaged with work. Children are enjoying additional exercise.	Monitor participation-numbers, classes etc. Questionnaires with children. Staff timetable 30 minutes of additional exercise. Staff to regularly speak to their classes and keep a close eye on the fitness levels, interest and participation with in P.E. sessions. Staff to continue to develop tasks to achieve thirty minutes of moderate activity. <i>Ensure staff deliver two hours of high-quality PE in the school per week.</i>

<p>A better understanding of fitness, health and well-being and the impact on mental health.</p> <p>Continue to develop the role of PALS over dinner times to increase activity.</p> <p>Children are active for 30 minutes per day.</p>	<p>Health and Fitness Week to promote healthy living. Cheerleading sessions during Health and Fitness Week. Children in KS2 to take part in personal safety sessions during Health and Fitness Week.</p> <p>Children go on the training session. Children deliver sessions at lunch times.</p> <p>Children take part in additional exercise. Children have regular brain breaks. Children have active and engaging lessons. Track is marked out on the pitch from the grass cutter.</p>	<p>Goodwill</p> <p>£85</p> <p>£0</p>		<p>Continue to hold the annual Health and Fitness Week.</p> <p>Continue to develop the role of PALS over dinner times to increase activity.</p> <p>Continue to save for a daily mile track.</p>
---	---	--------------------------------------	--	---

<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>	<p>Percentage of total allocation: 3%</p>
--	---

Intent	Implementation		Impact	
<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>Involve more members in staff in the running of clubs and attendance at competitions. More children take part in school sport.</p>	<p>JA to take over coaching the children in Y5/6 for tag rugby. Encourage the staff working in the Year group to support the teams in relevant competitions- transport, team management.</p>	<p>Time/goodwill</p>	<p>Children are able to take part in events/competitions. Children have more success in the competitions.</p>	<p>Ask staff which clubs they can do next year. Ask parents if they have any talents to offer for clubs. Ensure staff are made aware of competition dates and</p>

<p>Teachers have access to the primary PE application.</p> <p>Celebration assemblies to celebrate children's success and achievements.</p>	<p>All teaching staff to help out with at least one competition during the academic year.</p> <p>Staff use the PE app for recording lessons.</p> <p>Staff use the PE app to adapt plans.</p> <p>PE boards around school are maintained.</p> <p>Add photos of competitions to the school website and ClassDojo.</p>	<p>£450</p> <p>£0</p>	<p>The subject leader has access to evidence submitted by the class teachers.</p> <p>Sport is celebrated around school and online.</p>	<p>times so they can attend.</p> <p>Staff to use the PE app to its full potential.</p>
--	--	-----------------------	--	--

<p><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>				<p>Percentage of total allocation: 40%</p>
Intent	Implementation		Impact	
<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>Increased confidence, knowledge and skills of all staff in the teaching of P.E. and Sport.</p>	<p>Chorley Sports Partnership regularly deliver curriculum sessions to support staff in areas they feel less confident in. Show staff how to build competition into their teaching sessions.</p>	<p>£7 150</p>	<p>Children receive a better quality of education. Staff are more confident when teaching PE.</p>	<p>Continue to buy into Chorley School Sports Partnership. Keep up to date of changes/developments within the PE Curriculum, mental health statistics etc.</p>

Subject leader is more knowledgeable about current developments.	JA attend all PLT Days for updates and networking sessions to share good practice and to go to a primary health conference. JA to have 1:1 meeting with CSSP.	Free/time	PE leader feels more confident with supporting staff.	Continue to attend PLT days. Send staff on CPD courses.
Support two to five year olds physical literacy.	Purchase Healthy Movers Scheme Pre-school teacher to attend courses.	£81.60	Pre-school teacher is more familiar with helping children's physical literacy.	
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 30%
<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:
Experts in coaching other sports such as archery, fencing, Boccia, curling etc. to give pupils a broader experience of sports that are on offer.	Employ coaches to deliver other sports i.e., Cricket, Judo, Balance Bikes, Fencing, Tennis Sports apprentice to research possible sports areas for development. This can be achieved through CSSP and Sportscool clubs. Create clubs to suit specific groups.	Part of CSSP money as plan it into the curriculum or parental contribution	Photos of sessions Feedback from the children is positive.	Ask parents and teachers what skillset they can offer for support and clubs. Continue to ask the coaches to come in and deliver the broader range of sports. However, this will be before school and afterschool – not during lunch times.

Staff and sport leaders keep the store cupboards tidy.	Sport Leaders help to check the PE stores are tidy. Order more if needed	Time Goodwill of volunteers	Staff are able to access the resources.	Keep PE store cupboard up to date with equipment. Make sure this continues to be tidy and that things are put back in the right places. Use the Sports Leaders to achieve this. Create a list of resources and make sure that staff know what is available. The PE Ambassadors have kept the cupboard tidy periodically.
Introduce the children to water at a younger age.	Children in Y1 to go to swimming lessons. Top up sessions in the second half of the Summer term for Y6 to confirm judgements.	£5 446	Children are competent swimmers.	PE Leader sought advice from Swim England on the most appropriate age for swimming. Next year, we will send Y4 for the top up sessions to confirm judgements.
Gifted and talented children are identified and challenged.	Chorley Sports to challenge gifted and talented children.	Costed in the package	Children have an opportunity to be further challenged.	

<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation: 25%
<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:



Offer more clubs that are aimed at the competitions. Sports admin is completed by a member of staff.	Ask other staff to help with the running of clubs which will then lead to more clubs, focus on competitions. Continue with sport admin so that everything runs efficiently. Increase staffing to undertake administration duties in order to facilitate increased participation in competitions.	£2 667 (admin)	Letters/ emails sent to parents regarding clubs. Registers are tracked. Children are able to take part in competitions.	Continue to offer more clubs to all pupils. Ask staff to help out. As the intra competitions get going maybe offer more. Organize local festivals/ competitions between the alliance schools.
Have extra practices when competitions are coming up.	Lunch time practices for the teams. LA to have extra sessions to prepare for competitions.	£1 736 (welfare)	Children are more confident when taking part in sports events.	
Run a successful whole-school Sports Day.	Buy medals for the winners. Buy additional equipment needed for the events. Have a practice Sports Day so that staff know the layout.	Medals £99.98	Children have a positive view of Sports Day. Parents enjoy the day.	Organise Sports Day for the whole school next year.
Participate in a dance competition.	Parents to provide outfits for the competition. Practice for the event.	Goodwill	Children were able to compete in the dance competition.	
Participate in festivals.	Practice for the event.	Goodwill	Children were able to compete in festivals.	

Signed off by	
Head Teacher:	<i>K Marshall</i>
Date:	20/07/23
Subject Leader:	<i>J Astley</i>
Date:	20/07/23
Governor:	<i>[Signature]</i>
Date:	20/07/23