

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 judgement, 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 offers
- 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 <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools> 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 underspend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment.

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 31 July 2023.



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£1,210
Total amount allocated for 2021/22	£17,640
How much (if any) do you intend to carry over from this total fund into 2023/24?	£1016.31
Total amount allocated for 2022/23	£17,665
Total amount of funding for 2022/23 to be reported on by 31st July 2023	£ 18,875

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 as best you can. 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 2023.</p> <p>Please see note above</p>	76.5%
<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>	67.6%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	88%
<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>	No

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: £18,875		Date Updated: 7 th July 2023	
Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport					Percentage of total allocation: 17.96%
Intent	Implementation		Impact		
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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 passport is accessed by all teachers to assist in high quality teaching and assessment of PE lessons.	An iPad has been purchased for each class to use in PE lessons. All teachers have access to their own classes where they are able to use and download plans, assess the children and upload evidence that can be used for future lessons and feedback with the children.		£2,550	Teachers use iPads and PE Passport during the teaching of PE to assist and assess the children's learning.	Subject leader will have access to the admin account and use this to analyse participation and assessment of PE and feedback to teachers.
CPD – Staff meeting on using PE Passport	Subject lead delivered a staff meeting to the whole teaching staff on how to use PE passport and the different features it had/had been updated.		£50	Teachers more competent in using the PE Passport app.	Have a refresher staff meeting in the next academic year and take any feedback from other teachers. Communicate any changes to the PE Passport app.

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PE Passport conference for subject leader and subject leadership time	Subject leader attended PE Passport conference at Edge Hill University. Workshops completed; Getting active for 60 minutes, Swimming at Primary School, Teaching Gymnastics and PE Passport Guide. Subject leader given time out of class for this and additional hours when attending sports partnership meetings (x3) over the duration of the year.	£497.50	Subject leader has gained a greater understanding of specific units and areas in PE & Sport. Active member in partnership with other schools to assist with improvement of PE, sport and competitions in the local area.	Subject leader to use information gained from PE conference and start to implement it at school. Use ideas from 30 active minutes a day, CPD on gymnastics and also use the plans for swimming that can be accessed on PE Passport. Look to observe lessons and monitor 30 active minutes. Continue to attend and have input at partnership meetings.
EYFS PE Course	This year the school employed a new member of staff in reception. They had not used Lancashire Plans for PE before and therefore attended an EYFS course to gain a better understanding on the units they would be delivering and how to teach them.	£210	Reception teacher applied the knowledge gained from the EYFS course to their teaching of PE to help benefit the children's fundamental movement skills.	Complete a subject skills audit and identify and future CPD opportunities teachers in school require.

Key indicator 2: The engagement of all 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: 0%
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Intent	Implementation	Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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 of the daily mile track	Children have access to using the daily mile track to contribute to completing 30 minutes physical activity a day.	£0	Children are increasing their time on the daily mile track and contributing to their 30 mins physical activity a day.	Look at setting up a reward for time/laps completed around the daily mile track. Potential of earning a bronze, silver or gold badge based on this. Recorded on PE passport and awarded in celebration assembly.
Games and activities at break and lunch times.	Children have lots of outdoor space and equipment to use to be active outdoors.	£0	Our PTFA have paid for line drawings which include hopscotch, duck, duck goose and also an active course. Children have access to the MUGA, a football pitch, trim trail and basketball court. If the weather allows, children also have access to playing on our school field.	Continue to use the outdoor space that we have during our play times. Replenish equipment in the holidays ready for September. Look to reintroduce PALS at school so our children can be active playground leaders and set up/play games with the children in our school.
Classroom and outside learning	When learning can, teachers are encouraged to be active in the classroom or take their learning outside to give the children the chance to be more active.	£0	Children across all key stages have experienced learning outside for various subjects. Time and position/direction for Maths, drama techniques in English, habitats and	Continue to encourage all teaching staff to be active during lessons in class and use our outdoor space for learning to contribute to the children's 30 active minutes a day.

Children participation in extra-curricular activities.		Cost in Key Indicator 4	minibeasts in Science and much more.	
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Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement Percentage of total allocation:
21.92%

Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
The importance of PE and sport is promoted and celebrated by our school.	Have a designated spot during our Friday celebration assembly where the children's achievements in and out of school are celebrated, in front of pupils and parents.	£0	Children are able to see and celebrate their own successes through competitions in school and sport they complete out of school. We have lots of awards that we hand out that include dance, gymnastics, tennis, football, netball and many more.	Continue with celebrating the success of children's sporting achievements during Friday celebration. Update display board in the hall with silverware achieved over the year and pictures of our teams representing the school.
Have partnerships with local organisations to ensure our children have the best opportunities possible in PE and	We have partnerships with Fleetwood Town Community Trust, Wyre and Fylde and Garstang Schools. Through	£1300	Through our partnerships we have been able to offer the children lots of extra-curricular activities and	Continue to buy into partnerships to give the children every available opportunity.

sport at our school.	these partnerships we are able have assistance in delivering our curriculum, extra-curricular activities and competitions.		competitions.	
Employ a sports coordinator	Employ a sports coordinator for extra-curricular activities. The sports coordinator organizes clubs and ensures children are able to attend their preferred extra-curricular activities	£2,815.72	Sports coordinator has organised all clubs, ensuring that every one who has selected an extra-curricular activity has attended at least one. They have ensured children are registered and attended the club on the correct day. They have covered for various clubs when a staff or coach has been absent to ensure the children are still able to participate in their extra-curricular activity.	Sports coordinator to continue to be employed. Subject lead to go work with them to get them to use PE passport when registering to get data for children attending clubs and competitions.

Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils	Percentage of total allocation: 45.31%
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Intent	Implementation	Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:

Extra-curricular clubs	Children in all Key Stages are given the opportunity to sign up for and take part in extra curricular activities. These are delivered by members of staff and coaches from our partnerships on a weekly basis throughout the academic year.	£7,856.47	We have had an increase in participation in extra-curricular activities this year. Last year 71% of children took up 1 club or more compared to 84% of children this year. Clubs we have offered include; athletics, multi-sport, dodgeball, speed stacking, basketball, cricket, boys football, girls football, netball, dance, rugby and judo.	Continue with delivery of our extra-curricular clubs next year and look at different clubs the children may be interested in. Maintain the number of children participating in clubs and target the children that haven't taken up a club by tracking on PE Passport app. Target those children who haven't taken up a club.
Curling	Year 6 pupils have been given the opportunity to take part in a 10-week curling programme at the Flower Bowl. Children have completed lessons delivered by the flower bowl and assisted by teaching staff.	£0 (Just transportation costs, included in Key Indicator 5)	After completion of the taster sessions, selected Year 6 children took part in a competition. 3 Year 6 pupils have shown an interest and joined the curling club.	If available again for Y6 we will offer this or seek other sports to try that the children may not normally have the opportunity to do so.

Cricket	Garstang Cricket Club delivered different sessions across Key Stage 2. Lessons lasted for 4 weeks working on different skills and a competition was set up on the back of this.	£150	The children have really enjoyed the cricket sessions, with lots of children giving positive feedback. Garstang Cricket Club have given us the opportunity to compete at their ground and also feedback that children in our school have signed up for their all-stars and dynamos sessions.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 14.81%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:

Children will be given the opportunity to play in competitive sports throughout the academic year.	Children from KS2 have been taken by school staff to various competitive sport events.	£385	We have entered various competitions this year which include; Netball, Boy's Football, Girl's Football, Dodgeball, Athletics, Cricket, Rugby, Handball, Rounders, Table Tennis, Boys' Basketball & Girls' Basketball.	Continue to enter as many competitions as possible to ensure the children get the opportunities to play in competitive sport throughout their school life.
	Children transported to competitive sports events, giving them more and the best opportunities they can have to compete.	£2044	Children have been able to maximise their opportunities of competing through the availability of transport to events.	When required, continue to use transport links to ensure that children are able to attend competitions.

Jack Wilkinson 18/07/23