

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 31st 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	£19,590
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19,600
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£19,600

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. 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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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. Please see note above	79%
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	44%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	82%
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?	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:		Date Updated: 17/06/23	
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					Percentage of total allocation: 49% (£8,649)
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:
<ul style="list-style-type: none"> Continue to improve break and lunchtime provision so that more pupils are physically active during these times. 	<ul style="list-style-type: none"> Introduce a range of activities that a wide range of children can participate in both physical and lead. Continue with Sports Leaders to ensure children have access to sports all day, including through lunchtimes. Renew license to access resources for sports leaders. Support staff on lunch duty to provide physically active games for children at break and lunchtime. 		£99 (sports leaders package and badges) Sports coach cost (see below) £4,275	<ul style="list-style-type: none"> Physically active children at lunchtimes – 75% of children to participate in an active lunchtime activity. All engaged in productive play or sport – opportunities to participate in different sports across the year. 	<ul style="list-style-type: none"> Sport Leaders meeting to discuss barriers e.g. time/commitment – look to a two week timetable to enable children to have week ‘off’ to allow them to engage in lunch time activities themselves.
<ul style="list-style-type: none"> School to provide after school clubs and lunch time provision ran by school sports coach considering pupil voice on choice of activities. 	<ul style="list-style-type: none"> Sessions are advertised to parents through communication home (Twitter/email/assemblies) Students are told about the sessions and letter is sent to parents with what extra-curricular 		£0	<ul style="list-style-type: none"> Children engaging in sport after school and at lunch times, both targeted and not targeted 	<ul style="list-style-type: none"> Subject ambassadors to conduct review to enable ideas to be suggested for the new year. Look to develop partnership work with other activities

	sessions are being ran per half term.			e.g., Whalley Range CC (Girls Cricket) and British Taekwondo.
<ul style="list-style-type: none"> School to continue to develop opportunities for all children to represent the school in events both inter and intra. 	<ul style="list-style-type: none"> Manchester PE Association membership paid for. Competitions across the year entered (Inspire and excel). School teams are selected to represent the school and where possible, two teams are entered to maximise participation. 	<p>£900 (see below)</p> <p>Sports coach cost £4,275</p>	<ul style="list-style-type: none"> 32 competitions/events have been attended this year for KS1 and KS2 children to attend. 	<ul style="list-style-type: none"> Develop an offer for girls to get the same opportunity of competitions.
<ul style="list-style-type: none"> Ensure that all students have an understanding and desire to lead a healthy lifestyle. 	<ul style="list-style-type: none"> Healthy eating display and assemblies, working with Caterlink to ensure that all meals are healthy and balanced. 	£0	<ul style="list-style-type: none"> More children are making appropriate choices when picking snacks and lunch. 	<ul style="list-style-type: none"> Looking forward to developing this further with the use of the new school catering company (Taylor Shaw).

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0%
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:
<ul style="list-style-type: none"> Friday celebration assembly awards sporting achievements to individuals and teams. 	<ul style="list-style-type: none"> Class teachers pass sporting awards to the headteacher for presenting in assemblies (e.g. swimming). Team participation, celebrated and shared through Twitter and other means. 	£0	<ul style="list-style-type: none"> Pupil voice demonstrates children talk and are proud of the teams they represent. Successes and losses recognized through Twitter/newsletter/ website. Awards increase the status of PE and sport. 	<ul style="list-style-type: none"> Promote Sport Awards for the Primary Phase at the end of year awards in line with Sport Values.
<ul style="list-style-type: none"> Use of local inspirational sports personalities/role models to inspire children. 	<ul style="list-style-type: none"> During careers days, United Learning ambassadors have been used to provide key information to children. 	£0	<ul style="list-style-type: none"> Children are more aware of the stages into becoming an elite performer. 	<ul style="list-style-type: none"> Identify PE/sport related careers to enable children to become more aware of opportunities in the future.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				50% (£10,051)
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:
<ul style="list-style-type: none"> School to pay for a sports coach who will support teachers in the delivery of PE sessions. 	<ul style="list-style-type: none"> Staff voice on areas of support. Sports coach to work with staff on area of improvement. 	£8,550	<ul style="list-style-type: none"> Improved confidence of staff through observations and staff voice. Improvement in the teaching of PE through observations. Pupil/staff voice show enthusiasm towards P.E. and feel that their skills are being developed. 	
<ul style="list-style-type: none"> Scheme of work being used to support PE delivery within the Primary Phase. 	<ul style="list-style-type: none"> Primary PE Passport is being used by all staff for x2 lessons of PE per week. This is accessible online and through the 3 iPads for PE. 	£500	<ul style="list-style-type: none"> Teachers are more confident in delivery having a scheme of work to support them. 	<ul style="list-style-type: none"> To develop more non-traditional sports to provide a wider and more diverse curriculum which is more inclusive.
<ul style="list-style-type: none"> Provide opportunities for Teachers CPD through sport specific CPD/team teaching. 	<ul style="list-style-type: none"> Have a staff survey to identify areas of need and look to arrange support throughout the year. 	£0	<ul style="list-style-type: none"> External bodies have been into school to sport with delivery of some sports Lancashire CCC, Brooklands Lacrosse and The Northern Tennis Club. 	<ul style="list-style-type: none"> Look to provide 1 opportunity per year group for external support through delivery/team teaching to enhance delivery in the future.


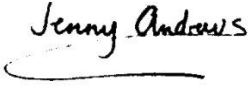
<ul style="list-style-type: none"> To continue to develop PE subject leader through professional development to lead this area across the Primary Phase. 	<ul style="list-style-type: none"> Attend subject leader training with the Local Authority. Attend UL courses with PE/Sports department. Additional time out of class to lead this area and liaise with DHT for competitive sport arrangements and Head of Secondary PE. Attend the annual Manchester PE association meeting – best practice will be shared and will be used to improve current PE and school sport provision. 	<p>£1001</p>	<ul style="list-style-type: none"> Attendance at courses. Subject lead has comprehensive knowledge to lead the subject area effectively. 	<ul style="list-style-type: none"> Add all relevant meetings to the school diary to inform Headteacher.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 1% (£900)
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:
<ul style="list-style-type: none"> Children to have the opportunity to participate in a range of sports. 	<ul style="list-style-type: none"> Children to access a variety of sports through sports coach, school competitions, intra-school competitions, inspirational sports visitor. 	As described.	<ul style="list-style-type: none"> Children to have the opportunity to participate in at least 10 different sports. 	<ul style="list-style-type: none"> Provide additional clubs to encourage Girls to attend clubs with direct pathways into clubs outside of school.
<ul style="list-style-type: none"> Pupil voice to ensure offer is relevant and chosen by children. 	<ul style="list-style-type: none"> Smart council to hold meeting about ASC offer, where all children can vote for clubs, they would like to attend. 		<ul style="list-style-type: none"> 54% of children have participated in clubs in KS1 and 2. 	

Key indicator 5: Increased participation in competitive sport				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:

<ul style="list-style-type: none"> School to provide opportunities for children to represent the school in competitions in a wide variety of sports through Manchester PE Association membership. 	<ul style="list-style-type: none"> Sign up to Manchester School Sports Partnership Engage in events which can build upon work in PE. Liaise with Bursary to book Minibus and Cover Supervisor for additional staff. Friday celebration assembly to include sporting results and achievements to increase the visual profile of sport across the school for both children and parents. 	£900	<ul style="list-style-type: none"> Children engaging in competitive sport. See timetable of competitions entered. 	
<ul style="list-style-type: none"> Year 3-6 enter intra-school competitions through house competitions in PE. 	<ul style="list-style-type: none"> Regular intra-house competitions linked to -PE lessons. Share plans with teachers to include a house competition at the end of each games/athletics unit 	£0	<ul style="list-style-type: none"> Children are able to follow rules and solve conflict due to increased participation in activities. Students are engaging in intra-competitions 	<ul style="list-style-type: none"> Link the competition element to the schoolhouse system to increase focus for the children.
<ul style="list-style-type: none"> Development of school teams through team trials and weekly training sessions at times throughout the year. 	<ul style="list-style-type: none"> Arrange clubs and other staff to support. School Team training is run one night a week to help provide structured coaching as limited numbers engage in this outside of school. 	£0	<ul style="list-style-type: none"> Children are enhancing their skills to increase their performance level. Children become more knowledgeable about key components of sports. 	

Signed off by	
Head Teacher:	<i>L. Dalton</i>
Date:	18/07/2023

Subject Leader:	
Date:	18/07/2023
Governor:	
Date:	