

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	£1,500
Total amount allocated for 2021/22	£18,000
How much (if any) do you intend to carry over from this total fund into 2022/23?	£980
Total amount allocated for 2022/23	£18,630
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 17,650

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	57%
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	53%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	57%
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?	Yes/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: £18,630		Date Updated:	
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: 32%
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:
To understand the importance of regular exercise daily and through practise. To understand which equipment and exercises benefit which parts of the body. To understand the importance of maintaining a regular program of exercise.	Sports-cool and Accrington Stanley in school and lunch time coaching sessions as well as themed fun days focusing on healthy lifestyles and teaching a range of sports across the key stages. In addition, orienteering weeks and sessions delivered each term by a qualified expert once each term. Bikeability sessions and clubs for years 3-6.		£6,000	Children now understand how different body parts can be used for exercise and how regular exercise can develop strength, flexibility, stamina and general well-being. Also, children have learnt new skills and the value of team work and friendship through daily sport sessions.	Rota established throughout the year for children across the key stages in each term to have high quality coaching delivered. Years 5 and 6 classroom education delivered in class through move and learn program in the autumn and spring terms. Also, themed days throughout the year related to various celebrations.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 40%
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:

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<p>Pupils should know and understand the importance of sport being a good vehicle for general fitness, health and well-being. They should be able to complete and experience this through trying a range of sports and equipment, learning new techniques, learning about the rules of new sports and activities and having the facilities available to pursue new and existing interests through PE and sport in school.</p>	<p>The purchase of new equipment and maintenance of existing equipment in the teaching of PE and extra-curricular sport in school. Furthermore, the purchase of new sheds for storage and the development of a new bike shed to store brand-new bikes and equipment as part of our cycling club. Equipment purchased for after school clubs run by staff members.</p>	<p>£7,500</p>	<p>Children across the key stages have used the equipment both new and existing that has been maintained as part of the full PE curriculum. In addition, children have had access to new equipment as part of after school clubs in football, cricket, netball, multi-skills, darts and cycling. Children have participated in bike-ability courses and staff have been trained in road safety to deliver this to children in key stage two.</p>	<p>The equipment will be properly stored and maintained. Furthermore, in accordance with government guidelines, staff will administer and implement the new equipment across the entire PE curriculum in 2022/2023 as well as using equipment to re-introduce regular after school and extra-curricular clubs and sporting competitions.</p>
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<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Percentage of total allocation: 6%</p>
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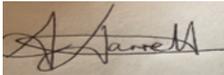
Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence 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>Pupils should know and understand the importance of sport being a good vehicle for general fitness, health and well-being. They should be able to complete and experience this through trying a range of sports in accordance with the national curriculum. They must learn and consolidate this through practice in PE and in after school clubs. This should be cultivated through positive and engaging PE lessons.</p>	<p>The purchase of PE passport as a scheme of work and implementation for teachers in their planning and assessment.</p>	<p>£1,150</p>	<p>Teachers have online facilities available to help with their planning and assessing of the key areas of the curriculum which include:</p> <ul style="list-style-type: none"> Gymnastics Dancing Games Athletics Orienteering Swimming (Year 3) 	<p>PE passport app purchased and rolled out in 2022/2023 with informed assessment of all children in all aspects of the curriculum without any lockdown disruption. This will also operate alongside after school clubs in accordance with government guidelines.</p>

<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Percentage of total allocation:</p>
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Intent	Implementation		Impact	7%
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:
Additional achievements: Children to understand how skill can be related to fitness, health and well-being. Furthermore, they must have the opportunity to learn about new sports and have access to pursue new past-times.	Accrington Stanley coaches were brought in to promote the move and learn program in which year's 4 and 5 received certificates. In addition, the coaches promoted a range of new sports such as hockey, handball and dodgeball through the program and taught a variety of sports to all age groups.	£1,250	Children now know more about the link between food, staying healthy and fitness. They can now understand the rules and certain skills for new sports. This has enabled the children to understand the need for a balanced diet.	The move and learn program along with specialised coaching will enable the children to progress through next steps. This will be supported through future after school and lunch time clubs in accordance with government guidelines.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				9%
Intent	Implementation		Impact	NB: 6% OF TOTAL ALLOCATION CARRIED OVER.
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>The pupils should understand the importance of competition to improve performance, develop confidence, increase participation and understand the importance of team work. They should be able to do this through inter schools leagues and competitions. This will be consolidated through a program of competition over the course of the academic year.</p>	<p>Membership of the Hyndburn schools sports partnership. Membership of the Church and Oswaldtwistle schools sports cluster.</p>	<p>£1,750</p>	<p>Children have returned to inter-school competitive sport and both Key stage one and two children have been involved in events organised by the Hyndburn and Ribble Valley sports partnership over the course of the year. This has happened in a range of sports and has linked well from our own intra school competitions and after school clubs giving the children additional competition, a sense of purpose, something to aim for and a sense of achievement as well as a reward.</p>	<p>Continuation of the membership of the Hyndburn and Ribble Valley schools' sports partnership. Also, continuing and broadening the range of sports that the children have access to. Re-establishing the COC (Church and Oswaldtwistle cluster) partnership of local schools organising events locally for both key stages.</p>
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Head Teacher:	 Mrs Christina Wilkinson
Date:	19.7.23
Subject Leader:	 Adam Jarrett
Date:	19.7.23
Governor:	
Date:	