

# 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](https://www.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](#).

Created by:  **association for Physical Education**  **Active Partnerships**  
Engaging Communities, Transforming Lives  **YOUTH SPORT TRUST**

Supported by:   **SPORT ENGLAND**  
**LOTTERY FUNDED**

## Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£24.88
Total amount allocated for 2021/22	£17,365
How much (if any) do you intend to carry over from this total fund into 2022/23?	£24.88
Total amount allocated for 2022/23	£17.590
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£17,380,88

## 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. <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>	100%
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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. Please see note above	75%
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	87.5%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	87.5%
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?	Yes/ <b>No</b>

## 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: £17,365		Date Updated: 18/7/23	
<p><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</p>					Percentage of total allocation: 10%
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:
<p>1. Promotion of active travel to and from school and the education of parents in their responsibility of 30 active minutes. We feel that it is very important for parents to be aware of and involved in encouraging their children to be active. We therefore feel that Active travel would be a good way to address the additional 30 minutes. As the school is on a busy road, Bikeability is essential to ensure that our older children are safe when travelling to school.</p> <p>2. Brain breaks, supermovers, just dance sessions during lesson times.</p>	<p>Ensure children have bikeability level 1 training in Year 4 and level 2 training in Year 5. Subject lead to monitor travel tracker and encourages pupils finding alternatives, healthier ways of travelling to school. Send letters to parents to ensure they are engaged. Provide awards for children that have achieved targets set for walking, scooting, biking to school.</p> <p>Ensure children receive 15 minute of brain breaks spread out throughout the day to take part in physical activity, promoting a</p>		<p>£335</p> <p>£120</p>	<p>Most of Year 5 children achieved bikeability level 2 Year 4 children all achieved bikeability level 1. Wow activity tracker working well, children are engaged and enjoying the badge rewards.</p> <p>Working well within individual classes. Children are more engaged with work.</p>	<p>Repeat again next year.</p>

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<p>3. Playground Zones</p>	<p>healthier lifestyle and to support with engagement during learning.</p> <p>Ensure the playground is split into zones of big games (football, basketball, tennis etc), small games (ladders, skipping, duck duck goose etc), chill zone (books, lego etc), gym equipment and tricky trail, and challenge area (burpees, speed bounce, sit ups, keepy uppies). Playground Pals and welfare staff to run each area to ensure physical activity is promoted throughout lunch.</p>	<p>£164.99</p>	<p>More structured physical activities available daily. Better behaviour management. Promoting 40 mins a day physical activity during lunch.</p>	
<p>4. Uniform and equipment for break times and lessons.</p>	<p>Replacing broken equipment and buying new to ensure the best possible lessons can be taught. Ensuring staff and children have the correct PE equipment to promote physical activity throughout the day. Spare uniform and suitable footwear bought for the children to ensure safety when promoting the 30 minutes daily exercise.</p>	<p>£649</p>	<p>Ongoing</p>	
<p>5. OAA cross-curricular</p>	<p>School mapping to be revisited. New maps to be placed around the school for EYFS, KS1 and KS2. Children to take part in OAA for one half term.</p>	<p>£500</p>	<p>Ongoing</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:</p>
				<p>7.5%</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>	<p><b>Impact</b></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:	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>1. Weekly challenges run by our PALS.</p> <p>2. Whole school celebrations of outside and in school achievements</p> <p>3. School appointed school PE Governor to support PE lead.</p> <p>4. Small group interventions to</p>	<p>Weekly challenges organised during sports council meetings and run during lunch time for children to take part in. Weekly challenges are promoted during assemblies and displayed on the Active Anderton display board in the hall. Pals trained in Years 5 and 6 to run this. KS1 to be organised by GR during PE lessons.</p> <p>Ensure physical achievements are being promoted and celebrated in school and with parents. Achievements can be completed in school or outside. Shared on social media (with permissions) such as seesaw, class dojo, Facebook, school website and newsletter. Also shared during celebration assembly weekly. Include team points. Show and tell time in classes.</p> <p>Simon Wheeler appointed as school PE Governor.</p> <p>KL/JD/AS to discuss with staff</p>	<p>£423.79</p> <p>£59.60</p> <p>£0</p>	<p>Promoted a healthy competitive mindset for children in KS2. Intra competitions weekly.</p> <p>Children feel pride in own achievements are able to praise peers for theirs.</p> <p>Support given to subject leader to allow competitions to take place for the children.</p> <p>The MAIN focus is on character</p>	

<p>encourage mental and physical wellbeing with selected groups of children, in Nurture Group. We will use specific interventions through PE to work with small groups of children to encourage wellbeing (physical, mental and social). This could be to increase self-esteem, physical skills, healthy lifestyles, team building and confidence as appropriate with the group.</p>	<p>which pupils would benefit from intervention. • KL to select pupils and timetable interventions with AS. • KL and AS to discuss groups and appropriate interventions • AS to plan and deliver interventions as timetabled.</p>	<p>£77.67</p>	<p>development, especially resilience. Main aim is to increase self-esteem, confidence, and interaction and promote a healthy lifestyle.</p>	
<p>5. Track children to allow for intervention for underachievers and areas of weakness throughout school.</p>	<p>Year 2 assessment completed at the beginning of the year. Children tracked for involvement in clubs and through assessment app. Intervention club offered to children underachieving.</p>	<p>£200</p>	<p>Children monitored in lessons. Info passed onto future teacher to allow intervention in class and further teaching of fundamental skills as required allowing personal achievement</p>	
<p>6. Improve access to scheme of work.</p>	<p>LCC membership, scheme of work and PE Passport App. Up to date KS2 scheme of work and new KS1 hard copy scheme of work provided through CPD courses. Passed onto staff. Jessica squires- staff training to recap app training and discuss adaptations. Staff ipad to allow access to PE app during lessons and to assure assessments are completed.</p>	<p>£500</p>	<p>Staff have full access to most up to date teaching schemes.</p>	
<p>7. PE display board in the hall.</p>	<p>PE curriculum and competitions displayed on the board to celebrate</p>	<p>£50</p>	<p>Continue doing so.</p>	



8. Celebrations displayed on social media, school sharing platform (dojo) and school weekly newsletter.	achievements and success.  Sharing success and achievements with the wider community and well as parents and children. Promoting school events.	£0	Continue doing so.	
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**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport**

Percentage of total allocation:

24%

Intent	Implementation	Impact	Impact	Sustainability and suggested next steps:
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>1. Staff training has provided in school for teachers, HLTA, teaching assistants and welfare to promote physical activity throughout the day and cross curricular (Welfare training, healthy movers, dance, KS1 baseline, assessments, sticky knowledge, EYFS, games, ECT training, OAA cross curricular, App training)</p> <p>2. Subject lead attending staff meeting to ensure policies and procedures are up to date and Public Health England updates are shared in school.</p>	<p>Subject lead to ensure staff feel confident teaching these lessons. Subject lead to monitor lessons are being taught effectively. PE timetables to be created termly. Cross curricular training and team building training for new equipment.</p> <p>Subject lead to liaise with staff members on updates and monitors they are effectively demonstrated within school.</p>	<p>£1,724</p> <p>£800</p>	<p>All staff trained and shared in staff meetings (Dance, app, healthy eating, sticky learning, OAA, invasion games, gymnastics).</p> <p>Children are taught physical education in a safe learning environment. Staff are confident in teacher PE effectively.</p> <p>Children having new zones with intra challenges out during lunch time to promote part of the 30 min daily exercise</p>	

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	Staff well-being, team building activity day.			
3. PALS training	Year 5 children and welfare staff to be taught PALS training to help with new zoning areas on the playground to further promote physical play in a safe learning environment.	£300		
4. PE subject leader support.	Subject leader to attend training provided by CSSP and LCC to promote physical activity within school safely.	£320		
5. Complete a curriculum progression document	Subject lead have produced a skills/curriculum progression document in line with school developments to show the progression of the teaching of skills from EYFS to Year 6.	£320		
6. Staff wellbeing/training day.	Staff team building/wellbeing day. Staff training outdoors for promote encouragement and understanding when children are taking part in physical activities outdoor.	£687.45		
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				17%

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:
<p>Additional achievements:</p> <p>1. Continue to keep in depth records of attendance at clubs and competitions to then ensure that ALL pupils have the opportunity to attend clubs. Continue to monitor pupils who do not attend clubs and consider how to engage these pupils.</p> <p>2. Investigate and consider opportunities to introduce new activities in school and after school to create a more diverse curriculum.</p>	<p>JD to plan clubs (in consideration of the competition calendar) to offer a range of clubs to interest our pupils. • JD to liaise with staff to offer a variety of clubs. • Timetable for each half term of clubs available • JD monitor attendance • Speak with pupils who do not attend clubs and consider how to overcome any barriers which arise.</p> <p>Lessons/Clubs to broaden experiences – programmes of study linked to targeted competitions. 30hrs provided by SSP Other clubs provided in school Archery Cross country- colour run Choir – (wellbeing) Big Sing Football Rugby Club for less able year 2's.</p>	<p>£Same as price above for the App.</p> <p>£480 (football) £540 Rugby</p>	<p>Monitor the attendance of cubs via the PE Passport App. Engage children who are not attending clubs.</p> <p>Monitor clubs and activities on a half termly basis. Monitor attendance. Audit and buy new equipment/resources.</p> <p>Monitor engagement in clubs. Monitor progress via the PE</p>	

3. Provide opportunities for Gifted and talented pupils for sports and dance.	Assessment of top performing Year 2/6 pupils by Chorley SSP to be selected for the G & T academy. Sporting and dance stars club (G&T) to be set up for KS2. Led by and fitness trainer and focus on Olympic values to improve and achieve own personal best.	£550	Passport App.	
4. Balance Bikes training for Reception class Bikeability (please see section 1)	Children are assessed and engaged in an exciting way of learning how to use balance bikes effectively and safely.	£140		
5. Festivals for classes to promote inclusivity.	Festival offered to each class to invite children underachieving.	£300	Enter to win next year.	
6. Attend School games day .	Supply to cover class teacher to attend the event. Children/winners from OAA competition to attend event all day.	£360		

<b>Key indicator 5: Increased participation in competitive sport</b>			Percentage of total allocation:
			10%
<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:
<p>1. All children access competitive aspect of sport</p> <p>2. Provide opportunity for all children to enter competitions</p> <p>3. Sign up for the SSP competitions and leagues</p>	<p>Intra competitions in school organised by SSP. 3x reception 2 x KS1 2x KS2 1x Yr 2 1x Y6 2 children entered and achieved G&amp;T for dance 2 children achieved for G&amp;T sports.</p> <p>Enter development festivals for children who underperform, are not at expected standard, SEND or low in confidence. Year 2 and Year 6 assessments. Culture clubs.</p> <p>Access to level 2 competitions and 3 leagues – athletics, football and rounders.</p>	<p>£390</p> <p>£60</p> <p>£900</p>	<p>All children will have the opportunity to take part in competition and have a chance to feel valued and be pleased of results.</p> <p>All children will have the opportunity to take part in competition and have a chance to feel valued and be pleased of results.</p> <p>All children will have the opportunity to take part in competition and have a chance to feel valued and be pleased of results.</p> <p>Improve the FSM across the whole school whilst embedding out Key PE and School Values.</p>	

4. Participation of all pupils in school competition.	Introduce key skill every half term linked to our school Value.		More competitions attended with less disruptions to school day. Lifts provided by volunteers.	
5. To add parent volunteers to support with competitions.	Parent volunteers to apply for be PE parents volunteers to help with competitions. DBS checks. Uniform bought for volunteers. ]Correct car insurance obtained.	£78.00	Continue doing so.	
6. Sports day in school	Ensure all competitive activities are run from EYFS to Year 6. Score individual and team points. Buy new equipment to ensure fun and safe activities.	£210	Receive parent feedback to promote going forward.	

Signed off by	
Head Teacher:	R Norton-Smith
Date:	30.6.23
Subject Leader:	Jodie Dervish and Ryan Berry
Date:	22.6.23
Governor:	Simon Wheeler
Date:	20.07.23