

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 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

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 2021. To see an example of how to complete the table please click [HERE](#).



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Details with regard to funding

Please complete the table below.

Total amount carried over from 21/22	0
Total amount allocated for 22/23	16,660.00
How much (if any) do you intend to carry over from this total fund into 2023/24?	1,348.95
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	16,660.00

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 2020. Please see note above	90%
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	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	90%
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

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: 16,660		Date Updated: 13/07/23	
<p>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</p>					Percentage of total allocation:
					8.66%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
All children have the opportunity to involve themselves in regular physical activity throughout the school day.		Change for life club, table tennis club, active playtimes with sports leaders, active lessons, playground equipment (activity box, active wall and trim trail all recently updated/serviced).		1442.76	
Being active and physical is part of our school vision and is part of the wider curriculum, not just present in PE lessons. 2 PE lessons per class, per week; plus swimming for KS2, forest school once per class per half term, active lessons.		Sports leaders trained, resources bought to aid active lessons, planned opportunities to maximise curriculum time during the week. Forest school trained leader helps to run regular forest school lessons smoothly.		Clubs are well attended across the school and all clubs a service that runs at least one time per week.	
RLT- coaching Lancashire Scheme sessions		High quality trained coaches lead sessions for KS2 on Monday PM to follow the Lancashire scheme for PE		Equipment for the playground is updated continuously and monitored for safety and task appropriateness. This has allowed the children to be active at playtimes and have good, well - resourced sessions to provide for our children.	
RLT- 2 times weekly afterschool.				Investment in clubs will continue as they are well received by children. We will however, now move to one afterschool club per week (that will still be financed by school) to help with rising costs in other areas.	
				Year 5 will be trained as sports ambassadors in September along with other year 5 children being trained to be wellness ambassadors to run wellness club into next year.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				26.13%
Intent	Implementation		Impact	4353.92
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?:
<p>We have a wide range of high-quality sports equipment which is regularly monitored and updated to ensure that our PE resources are effective. This allows our children to access a wide range of sporting opportunities and have the equipment necessary for high quality PE and a raise in profile of PE across school.</p> <p>Our children understand the need for regular physical activity and allow this to amalgamate with their life choices outside of school.</p> <p>Staff are conscious about the benefits of PE and relay this thought to pupils.</p>	<p>Software is used to effectively plan sessions for our children. Amaven software has allowed our staff to be better skilled in delivering high quality PE.</p> <p>Staff use video demonstration of skills in needed. Sessions are tailored to the individual needs of our children meaning that every child has access to, and understands the importance of high quality PE sessions.</p> <p>Use sports coaches for sport-specific sessions and teacher support.</p>		4353.92	<p>Children are above expected progress across the school as a whole. Progress is tracked to monitor physical literacy and the children are assessed termly.</p> <p>Children who are below standard are easily identifiable and targeted intervention can be set.</p>
<p>Sustainability and suggested next steps:</p> <p>Increase the number of children being active through the school day.</p> <p>Moki bands need to be reintroduced.</p> <p>Review School development plan, Whole school policies/PE policy</p> <p>Use PE leader meetings to review, evaluate and plan for the next academic year.</p> <p>Continue sports leaders & Bronze Ambassadors through the Rossendale Primary Leadership Academy.</p> <p>Sports Ambassadors leaders to run their own club for younger pupils at lunchtimes.</p>				

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				10.13%
Intent	Implementation		Impact	1688.49
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>Further improve the quality of learning and teaching in PE and school sport.</p> <p>Coaches employed through the RLT are to deliver the PE curriculum, to increasingly involve teaching staff supporting lessons</p> <p>1:1 lesson observations to monitor staff effectiveness and confidence.</p> <p>Ensure PE and school sport is shared on the website and in newsletters.</p> <p>High quality PE lessons delivered during curriculum time.</p> <p>To deliver the Sports Leader Programme throughout the school.</p> <p>School staff better equipped/ more confident to teach PE in school through regular shared planning and professional dialogue.</p> <p>Monitoring use of schemes and whole school PE coverage.</p>	<p>School Sport Partnership CPD programme utilised.</p> <p>Specialist coaches and providers for staff training to increase the knowledge and confidence of staff in delivering PE.</p> <p>Quality resources support teachers and support staff.</p> <p>PE lead/sports coaches used to help upskill teachers through modelling lessons, team teaching, help with planning and observations.</p> <p>Subject Leader attends relevant network meetings to gain relevant information.</p>	1688.49	<p>Increased knowledge and understanding throughout school</p> <p>Confidence in planning, teaching and assessing National Curriculum PE.</p> <p>Enhanced quality of provision</p> <p>Increased pupil participation in competitive activities.</p> <p>Increased performance levels in competitions- Rossendale Small School athletics and Football champions.</p> <p>Opportunities increased.</p> <p>Inclusive curriculum.</p> <p>Increased capacity and sustainability</p> <p>Continued progression of all pupils during curriculum PE lessons</p>	<p>Provide further opportunity to increase staff confidence and competence in delivering high quality PE and school sport through appropriate CPD.</p> <p>Team teach lessons with other staff members.</p> <p>PE teaching is furthered through insightful assessment and planning.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				19.19%
Intent	Implementation		Impact	3196.97
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:
Further opportunities to take part in a range of school sport through extra-curricular clubs, competitions and events.	Sports coaches to provide age and key-stage appropriate extra-curricular sporting opportunities	3196.97	Engaged or re-engaged disaffected pupils Increased pupil participation	Increase opportunities for KS1 Continue to develop relationships with community coaches so a broad and wide range of activities can be offered to all age groups.
Extra- curricular opportunities for all pupils.	Website/PE noticeboard up-to-date range of clubs currently on offer		Enhanced quality of delivery of activities in school time.	
Provide additional links to Community Sports Clubs	Links made with coaches and outside clubs		Enhanced, extended, inclusive extra-curricular provision through positive dialogue with RLT.	Provide opportunities for children with SEND, the least confident and the least active to attend exciting,
Children participate in tournaments held through RSP.	Equipment continues to provide opportunities during break and lunchtimes.		Improved behaviour and attendance and reduction of low level disruption	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				29.31%
Intent	Implementation		Impact	4883.91
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>Provide opportunities for all children to challenge themselves through competitive sport where the school sport values are of high priority.</p> <p>Regular participation in School Games competitions.</p> <p>Select children who we feel would benefit most from the opportunities available in the Rossendale Partnership events calendar.</p> <p>Enter external events to give pupils the opportunity to compete against other schools</p> <p>Inter house competitions.</p>	<p>Engagement with partnership coordinators</p> <p>Staff/ parents/ volunteers and young leaders to support attendance at competitions.</p> <p>Ensure pupils get opportunity to take part in local competitive leagues, tournaments and festivals.</p> <p>Update the playground with markings, active play and refurbishment of existing resources</p>	4883.91	<p>Updated playground with markings, active play and refurbishment of existing resources.</p> <p>Sports day set up, participated in and enjoyed by ALL pupils.</p> <p>Fixture results to be published in Newsletters, on website</p> <p>After school club registers</p> <p>Evidence includes -</p> <p>Competition/ events calendar</p> <p>Photos displayed at school and on website</p>	<p>Give opportunities for children with SEND, the least active and the least confident to attend competitions and events.</p> <p>Identify a set number of competitions/events to provide transport to.</p> <p>To develop further links with external agencies in the community to ensure more pupils participate in community clubs outside of school</p> <p>Competition reports on website</p>

Signed off by	
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Date:	21 st July 2023
Subject Leader:	<i>Andrew Greenwood</i>
Date:	21 st July 2023
Governor:	<i>Tamsin Birch</i>
Date:	21 st July 2013