

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 | £0.00 |
| Total amount allocated for 2021/22 | £19,518 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £0.00 |
| Total amount allocated for 2022/23 | £19,540 |
| Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023. | £ 19,540 |

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 | 33% or 20/60 pupils |
| 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 | 25% or 15/60 pupils |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 25% or 15/60 pupils |
| 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 |

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: July 2023 | |
|--|--|---|--|---|
| 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: 38% |
| 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>Development of physical activity across the school day.</p> <p>Impact on pupils will be:</p> <ul style="list-style-type: none"> Increased engagement with PA Increased Stamina <p>Development of FMS</p> | <p>Provide physical opportunities for children to increase their PA.</p> <p>To promote and encourage children to lead a healthy and active lifestyle.</p> <p>To ensure that pupils have access to a variety of competitive level 1 and 2 sporting events and festivals at Key Stage 2.</p> <p>To ensure that pupils achieve swimming targets set out by the government.</p> <p>To maximise the opportunities offered through Rossendale School Sports Partnership (RSSP)</p> <p>FMS intervention through RSSP weekly intervention session lead by a coach from RSSP.</p> | <p>£1,250.00</p> <p>£2,225.00 (equipment)</p> <p>£4,000.00 (Staffing)</p> | <p>Baseline of children who can keep going for 15 minutes of physical activity.</p> <p>More children being able to represent school through non-competitive events and festivals run by RSSP.</p> <p>New Clubs delivered:</p> <ul style="list-style-type: none"> Curling Netball | <p>Purchase new equipment for curriculum PE. (Varied items for throwing and catching and athletics activities)</p> <p>Training for Year 5 children to become Play Leaders.</p> <p>Creation of a school sports crew.</p> <p>To achieve Gold School Games award.</p> <p>Half-termly sporting activity days involving the whole school</p> |

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| | To encourage all members of staff to introduce a new afterschool club, so more children are able to take up sporting opportunities. | | | |
|--|---|--|--|--|
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| | | | | 44% |
| 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: |
| Continued membership to the Rossendale School Sports Partnership at a higher level to allow us to access FMS intervention. Pupils sporting achievements are recognised and rewarded in appropriate ways. Invite sporting organisations into school to share their passion for support and motivate the children (Red Tiger Karate). Subject leadership and the resulting whole school initiatives to raise the profile of PE and sport. To continue to promote the Schools Games Values, linking them to the whole school ethos. | To increase pupil participation in a variety of sports. Medals, certificates to recognise pupil achievements. Tweets for parents and the community. To continue to use and embed planning and assessment through the Primary PE passport. Relevant CPD for subject leader and all staff. To ensure school games values are displayed and discussed during PE lessons. | £4,784.00 £300.00 £2,097.00 £1,385.00 | Feedback from pupils and staff Increasing number of children participate in sporting events and festivals. Improved subject leader and whole staff knowledge and confidence. | Events organised by Rossendale School Sports Partnership are developing a love of sport. Creation of a notice board to display School Games Values and children's achievements. Further sports/health days to engage pupils and parents. |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|---|--------------------|--|--|
| | | | | 0% (as above) |
| 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: |
| Continue to build teacher confidence in planning, assessing and building a portfolio of evidence via the Primary PE Passport App. | CPD for all staff, delivered by Jess Squires: <ul style="list-style-type: none"> Games OAA Athletics | (as above) | Pre and post questionnaire results of perceived teacher confidence. | Further CPD for staff delivered by LCC Jess Squires in: <ul style="list-style-type: none"> 60 Active minutes. |
| Buying the Primary PE Passport for another 12 months. | Teachers to complete assessments and pupil evaluations via the Primary PE Passport. | (as above) | Notes of evaluations made on the Primary PE Passport. | Subject Lead to spend 1:1 time with Jess Squires (Teaching and Learning Consultant PE). |
| | Continue to use coaches from RSSP to deliver curriculum PE lessons, allowing teaching staff to observe and team teach. | (as above) | Photos and Videos of tasks save to PE App. | Assessing the overall effectiveness of PE in school. |
| | | | Raised confidence and self-esteem. | |
| | | | High quality assessment of pupil progress in PE/sport. | |
| | | | Upskill teachers. | |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 18% |
| 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>Develop the teaching of Boccia for pupils.</p> <p>To provide adequate storage for the additional equipment purchased.</p> | <p>Purchase new Boccia equipment for Key Stage 2.</p> <p>To ensure that pupils have access to a range of competitive level 1 and 2 sporting events and festivals at Key Stage 2</p> | £3,500 | <p>More opportunities for children to engage in a wide variety of sports.</p> <p>To utilise the skills and expertise of parents through the 'Engage' project.</p> | <p>To continue to offer a range of broad and balanced clubs for each year group.</p> <p>To ensure the involvement of children who have not previously attended an after-school club.</p> |
|--|---|--------|---|--|

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|--|-------------------------------------|--|---|
| | | | | 0% (as above) |
| 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>To encourage and nurture a lifelong love of sport and physical activity.</p> <p>Parental involvement has increased as more parents are attending sporting events and festivals and transition events to escort and support their child/children, and to continue to attend all that RSSP offers.</p> | <p>To audit level 1 and 2 competitions in each year.</p> <p>Children to take part in competitions and festivals offered by RSSP.</p> | <p>(as above)</p> <p>(as above)</p> | <p>Children to have a positive attitude to sport and PE and are aware of the health benefits of regular exercise</p> | <p>To organise intra school sporting activities that all children can participate in.</p> <p>To increase the number of children taking part in competitions. Every child to have represented school by Year 6</p> |

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|-----------------|----------------|
| Signed off by | |
| Head Teacher: | Mrs C A Myers |
| Date: | July 2023 |
| Subject Leader: | Mrs L Ashworth |
| Date: | July 2023 |
| Governor: | Mrs S Palmieri |
| Date: | July 2023 |