

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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£2462.06
Total amount allocated for 2021/22	£17,690.00
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17,690.00
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£10,540.40

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p>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</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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 2022.</p> <p>Please see note above</p>	90%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	90%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	90%
<p>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?</p>	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: £21,703		Date Updated: 20 th June 2023	
Key indicator 1: The engagement of all 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: %
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>Achieve 30 active minutes for all pupils.</p> <p>Promote enjoyment in physical activity.</p> <p>Engage least active children in physical activity.</p> <p>Provide 2 hours of PE every week to all children in school</p>	<ol style="list-style-type: none"> 1. Play Leaders to be established and trained by SSP and Sports Coach alongside welfare staff to improve engagement at lunchtimes with new equipment. 2. Equipment bought to support children with SEND to increase inclusion and participation. 3. Active lunch times and a rota for classes to use the MUGA implemented. 4. Targeted after school clubs with least active children and children with SEND to provide them with more opportunities to take part in physical activity. 5. Girls only after school clubs and events have taken place to increase participation amongst girls. 6. Engage with external agencies 		<ol style="list-style-type: none"> 1. £638.56 2. £54.93 	<p>Children have been engaged during lunchtimes and the Play Leaders in Year 6 have developed their leadership skills.</p> <p>More children have had opportunities to take part in activities that they can access easier for their specific needs.</p> <p>More children have been able to use the MUGA with more confidence as they are only playing with people their age rather than older than them. This has allowed more children to feel more confident and more likely to be more physically active.</p> <p>There have been more opportunities for more children to engage in school sport through targeted extra-curricular</p>	<p>Retrain new Play Leaders and the welfare in September 2023 with BSSP.</p> <p>Purchase more outdoor equipment to provide more opportunities.</p> <p>Purchase more PE equipment to ensure lessons are being taught to their highest potential.</p> <p>Increase the number of different sports taking part on the MUGA during break and lunch times.</p> <p>Target different groups of children to increase inclusion</p>

	<p>to deliver and provide exposure of various sports and to sign post children and families to out of school activities.</p> <ol style="list-style-type: none"> Outdoor Learning one full afternoon per week in Forest School for each class throughout the year. Walks to local areas such as Gawthorpe Hall to take part in curriculum lessons such as Geography and Art. PE co-ordinator and sports coach attending PLT conferences throughout the year. 		<p>activities such as SEND Adventure Club and girls only football clubs.</p> <p>Every class has had their outdoor learning lesson as stated. This has impacted on their progress in learning, kept them physically active and engaged with the outdoors.</p> <p>PE co-ordinator has attended all PLT meetings which has ensure she has been up to date with local and national developments.</p>	<p>and participation.</p> <p>Explore new sports providers/clubs/people to hopefully inspire children to take up different and new types of physical activity.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
<ol style="list-style-type: none"> Ensure the 5 initial fundamental movement skills are being taught to EYFS The majority of children leave KS1 with the 10 fundamental movement skills. All KS2 children are learning through a skill-based approach. A developmental approach to lessons should be in place. Learning through skills which can be applied to any sporting activity. 	<ol style="list-style-type: none"> Take an initial baseline of the EYFS children from newly appointed Sports Coach Take an end of KS1 assessment of FMS. Also take assessments at the end of every unit of work for every child in school, awarding either bronze, silver or gold on the PE Passport. Planning and timing of lessons Improve from the bronze school games mark from last 	<p>Sports Coach extra-curricular cost - £5,540</p> <p>SLA Lancashire PE Passport App Membership - £1500</p>	<p>Baselines were completed across the school in September 2022. The final assessments, in June 2023, showed an improvement in the FMS and application of skills in a game context in KS2. This final assessment will inform the long-term plans for PE for each class in the next academic year 23-24.</p> <p>The standard of PE and ability of the children has increased throughout the year, with more children achieving silver or gold in</p>	<p>Continue to monitor FMS within EYFS and KS1.</p> <p>Ensure children's skills are at an expected level entering KS2 PE and if not to run catch up FMS lessons.</p> <p>PE Lead to monitor the PE lessons and planning to ensure they are addressing the gaps in the progress of the 10 FMS.</p> <p>End of year assessments to be completed and utilized in the planning of PE lessons for next</p>

<p>4. Always push and show the six school games values of determination, self-belief, teamwork, honesty, passion and respect.</p> <p>5. Achieve Gold School Games Mark</p> <p>6. Improve children's confidence, resilience and raise aspirations.</p>	<p>6. Display sporting achievements of children on the sports notice board on the corridor.</p> <p>7. Inform parents and pupils of sporting success in weekly newsletters and through the school twitter page.</p>		<p>assessments.</p> <p>Parents/families have been engaged with the sports coach regarding school sport and about how excited their children are regarding PE and school sport.</p> <p>Lots of the school community engage with the school PE and sport twitter page, which raises the profile of PE and school sport.</p> <p>As children in KS1 are getting more confident with their FMS, it will have a positive impact on their ability and confidence moving into KS2 PE lessons.</p> <p>We achieved the Gold School Games Mark which is an improvement on Bronze which we achieved last year. Sports Leaders in Year 6 lead competitions for younger children for our school against other schools. We had year 6 leaders referring football matches against other schools and also running EYFS athletics competitions with other schools as well.</p>	<p>year.</p> <p>Continue to access support from SSP to sustain Gold School Games Mark.</p> <p>Continue to provide children with a range of competitive opportunities.</p> <p>Ensure schools games results / participation is reported to parents.</p> <p>Continue to buy into PE Passport App.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:

<ol style="list-style-type: none"> 1. Subject leader/Sports Coach to model, monitor and evaluate curriculum lessons. 2. Subject leader/Sports Coach to attend PE safety, Deep Dive and Subject Leader update training and PLT meetings. 3. Sports Coach to wear appropriate kits for lessons and support staff to be actively involved in the lessons with teachers. Each PE lesson to be an hour (two a week). 4. Continue to invest in staff CPD and use coaches from BSSP during PE lessons so teachers become more confident to deliver HQ PE. 5. Sports Coach to develop his own role with Rossendale SSP. 	<p>Subject Leader to monitor PE lessons and assessments to ensure progression is being made.</p> <p>Ensure staff teaching PE understand how to assess the children and understand the assessment criteria.</p> <p>Sports Coach on secondment one day a week with Rossendale School Sports Partnership as a School-Sports Co-ordinator. This enables him to learn more about PE and school sport and provide more opportunities which he brings back into school.</p>	<p>SLA for SSP Buy In – Paid for in advance in 21/22.</p>	<p>Staff are now using the PE Passport app to correctly assess each child in every area of the curriculum.</p> <p>Each child achieves either bronze, silver or gold for every unit of work they take part in.</p> <p>More opportunities for the children have been provided by the sports coach through his work with Rossendale SSP, alongside his subject knowledge also increasing.</p>	<p>Look at the training needs for 2023-24.</p> <p>Utilise more CPD for staff.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils 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:

<p>Additional achievements:</p> <ol style="list-style-type: none"> 1. Ensure a varied curriculum is being implemented. 2. Provide a variety of sporting opportunities for all children in school. 3. Increase range of extracurricular activities delivered after-school. 4. Develop sports leaders. 5. Participation in Outdoor Adventurous Activities and Residential. 6. Provide top-up and extra swimming lessons 	<ol style="list-style-type: none"> 1. Use of the astro turf at the local high school so that after school clubs can continue through the winter. 2. Purchase new equipment to deliver a wide and varied PE and school sport programme. 3. Sports coach providing extra-curricular clubs such as dodgeball, football, gymnastics netball, multi-skills etc. 4. Access 'Tot's on Tyres' and Learn 2 Ride programmes for EYFS. 5. Bikeability with Year 6. 6. Y6 children attend the residential at Borwick Hall in September 2022 7. Monitor all children who have taken part in extra-curricular activities and target those who have not. 8. Catch up swimming school. 9. Contact Rugby coaching sessions. 10. Glow Dodgeball for the whole school. 11. SEND New-Age Kurling finals in Bolton 	<p>Gum shields for Rugby sessions - £41.58</p> <p>Tots on Tyres and Learn to Ride funded by SSP.</p> <p>Top-up swimming - £1462.06</p>	<p>We have worked with other local schools to use a Astro-turf every week to maintain physical activities with each other.</p> <p>Children have taken part in different sports at school for the first time and then gone on to join a club outside of school to carry on playing such as football and rugby clubs.</p> <p>We have taken part and hosted clubs and competitions – both inter-school and intra-school – for children with SEND, on FSM and specifically target groups such as the girls football competition we hosted at school with over 60 girls coming to play football from four different schools.</p> <p>Tot's on Tyres' and Learn 2 Ride programmes completed with good feedback.</p> <p>Year 6 also completed their bikeability course with good feedback.</p> <p>The school field is maintained to a good level to allow us to invite schools up and take part in a range of sporting activities.</p> <p>80.1% of children across the whole school have accessed extra-</p>	<p>Rebook with Tots on Tyres, Learn to Ride and Bikeability.</p> <p>Borrow the Glow dodgeball equipment from BSSP again.</p> <p>Ensure there are a wide variety of opportunities for children both during the school day and in the after-school club offer.</p> <p>Look at this years data and target new groups from that.</p> <p>Monitor PE equipment and ensure it is updated and re-stocked.</p> <p>P.E equipment has had the necessary safety checks carried out.</p> <p>Push for higher numbers of children taking part in extra-curricular sport.</p> <p>Buy new football nets to improve the field and make it feel better to play on.</p>
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			<p>curricular sport.</p> <p>68.8% of children on the SEND register have taken part in extra-curricular sport.</p> <p>82.6% of children on FSM have taken part in extra-curricular sport.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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:
<ol style="list-style-type: none"> Promote enjoyment through physical activity and school sport. Provide opportunities to take part in competitive sport. Increase the number of children taking part in competitions and festivals Enter as many competitions and festivals as possible. Take part in virtual competitions. 	<ol style="list-style-type: none"> Access and attend competitions and festivals provided by BSSP. Organise events with local primary schools either at our school, their school or the Astro-turf at the local high school. Attend developmental festivals inclusion events to engage our least active children and children with SEND Take part in virtual gymnastics competitions. Purchase trophies to increase competition. Provide competitions for all year groups in school. 	<p>Trophies - £267.17</p> <p>Lancashire Dance Competition equipment - £107.36</p>	<p>The newsletter, PE notice board and school PE Twitter page constantly updates to raise awareness and increase engagement.</p> <p>The dance team won the Burnley competition and went on to represent Burnley in the Lancashire Finals in Blackpool.</p> <p>Multiple sporting events taken part in across the school taking part in various sports.</p> <p>The children have always been prepared for the competitions, having</p>	<p>Ensure children have always practiced before going to an event or competition.</p> <p>Continue to enter as many competitions as possible.</p> <p>Run more intra-school competitions with the children in school.</p> <p>Take part in all virtual competitions to allow more children to take part in competitions.</p>

			<p>practice in school before taking part.</p> <p>We hosted multiple events such as girls only football with 4 schools on National Girls Football Day for the #hergametoo initiative and also EYFS athletics competitions with 4 other local schools.</p>	<p>Provide more competitions, events and opportunities for more children within school.</p>
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Signed off by	
Head Teacher:	Mark Dixon
Date:	31/07/23
Subject Leader:	Mark Tranmer
Date:	31/07/32
Governor:	
Date:	