

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	£ 33,980
Total amount allocated for 2021/22	£ 17,650
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 19,544
Total amount allocated for 2022/23	£ 17,650
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 37,194

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	19,874.64
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	88%
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	88%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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:	Date Updated: 23/07/2023	
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: 9.14%
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?:
Increase uptake in additional activities provided at playtimes to encourage greater levels of activity.	Dinnertime staff have specific activities to run each day, with specific children to focus on to involve.		£0 – staff already on duty	Children are more engaged, with children from all years groups taking part in structured activities – children choose to be more active now during playtimes.
Develop provision of out of school clubs to encourage greater participation for SEN children.	Staff run after school multi-sports clubs, with open opportunities for SEN children to take part. Sports coach runs sports club each week, with SEN children as a priority when signing up.		£3,400	More SEN children taking part in sports out of school. SEN children developing a range of skills over time.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				1.05%
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:
Provide children with opportunities to share PE successes throughout school.	Assemblies including celebrations of PE successes. Regular examples of school values given through a PE context, showing success through these. Cross curricular links made to PE. Displays in hall celebrate achievements in PE and give children goals to aim for.	£391.92	Children are able to talk about their successes and development, giving examples of representations of school values in this way.	Continue to include PE celebrations in assemblies. Build in opportunities for class assemblies based on sporting events/ achievements. PE display to continue to develop to include additional elements.
Intra-school competitions to develop profile of PE, with awards given in front of all stakeholders to celebrate success and achievements.	PE competition awards to reward successes and increase competitive drive.		Children have high aspirations in PE and aim high to achieve. Self-esteem is increased when rewards are earned.	Plan in more intra-school competitions and continue to reward these successes.
Celebrations of PE stars shared on Dojo.	Parents are aware of successes and can reply/comment positively on all children's achievements.		Self-esteem and sense of achievement is celebrated – children are more confident and enjoy the celebration, they are able to talk about improvements and personal goals.	Ensure this happens after each lesson, including quotes from children to raise profile further in school.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				10.48%
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>Develop staff confidence and skills through working with coaches throughout the year on different, targeted, sports and skills.</p> <p>Staff understand how to challenge children further in all aspects of PE.</p> <p>Develop understanding of use of evaluation in PE lessons with children.</p>	<p>Key PE sports coach in weekly, four members of teaching staff team teach each week in order to share good practice and understand the methods and skills used to develop children's learning.</p> <p>Staff working with coach weekly and taking part in INSET with head coach, focusing how to develop challenge through lesson delivery.</p> <p>Coach to model how to include evaluation for children as an ongoing task throughout PE lessons.</p>	£3,899 for all	<p>Staff are significantly more confident when delivering a range of PE lessons – using the lesson plans available, staff build on the delivery by the coach when teaching independently.</p> <p>Children are able to identify an increase in challenge and discuss the impact of this on performance – staff are now significantly more confident in facilitating this.</p> <p>Evaluation is built into each lesson – staff are aware of how to facilitate this and children do this well verbally.</p>	<p>Continue to work with the coach each week. PE leader to assign units of work to each year group and provide links to the lesson plans.</p> <p>Staff to develop the use of challenge further in all lessons – children to report their responses in some way.</p> <p>Begin to include video recording for paired and group evaluations to develop children's understanding and skills further.</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:
				28.64%
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>All children to experience being in the water, developing water confidence before learning to swim in Year 4.</p> <p>Sports which are new to the children in our area introduced to increase interest and opportunities.</p>	<p>Water exploration sessions for Year 2 children – children have not been to swimming pools before being in school due to the COVID years. This year group particularly needed time to explore being in the water. Our SEN children did not have access to a swimming pool and a large number of our children, who whilst able to swim following core provision in Year 4, had lost confidence due to minimal exposure to water following COVID restrictions. We rented a pool from Pools4Schools for the purpose of developing water confidence throughout school, to provide top up swimming sessions for those children who were unable to swim by the end of Year 4 and to ensure children would know how to survive if they fell into a water source in</p>	£10,057.50	<p>Children are now water confident. SEN children are now able to enter the water and be in it without any incidents of meltdowns.</p> <p>Years 5 and 6 children who had not met the requirements through core swimming provision have now developed confidence and swimming ability, with all but 3 children meeting expectations now.</p>	<p>Top up swimming to continue next year.</p> <p>As mentioned in KE1, after school clubs planned for next year to include a broader range of sports and activities: Multisports, Judo, Street Dance, Laser Tag, UV Dodgeball, Theatre Dance, Archery, Tri Golf, Ultimate Frisbee, Fencing and Kurling.</p>

	the local area.	£595		
	Taster Days from SportsCool on Kurling and Ultimate Frizbee. Cricket day from Lancashire Cricket. Fit4Kidz activity and healthy choices session.			

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
Intent				4.43%
Implementation				48.96
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:
Provide opportunities for a wider range of children to access school sport competitions.	<p>Pay into School Sports Partnership, including interschool competitions.</p> <p>Entered Kurling competition at Hyndburn Academy with Year 1/2 children from a range of backgrounds.</p> <p>Entered Dance Festival with KS2 children, to follow on from dance club lessons in Spring 1.</p> <p>Introduced intra-school</p>	<p>£1,500</p> <p>£0</p> <p>£150 – coach hire</p> <p>£0</p>	<p>Children developed understanding of competing and know that it is possible to achieve more when measured against other children from other schools.</p> <p>Due to long term staff illness, this was not possible.</p> <p>Children can choose which individual challenges they compete in – results are displayed in hall, with children aiming and competing to break the ‘school</p>	<p>In 2023-2024, allocate a member of staff to competitive sports, to be responsible for organizing and booking transport to school sports events – in order to be sustainable, this needs to be a member of staff who has the availability to dedicate time to this.</p> <p>Sports coach to deliver football training to children in years 4,5 and 6 to develop skills to work towards preparing children to compete against other schools</p>

	competitions to develop competitive sport and a drive to succeed.		record' in each area. Half-termly competitions allow children to develop drive to achieve – link to school teams reward system means those children who may be less academic but more skilled at sports can have a greater chance of achieving for their team.	in football competitions.
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Head Teacher:	J Neale
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Subject Leader:	Lucy Studholme
Date:	23/07/23
Governor:	
Date:	