

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 judgement, 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 offers
- 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 <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools> 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 underspend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment.

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 31 July 2023.



Details with regard to funding

Please complete the table below.

Total amount carried over from 2022/23	£0
Total amount allocated for 2023/24	£17,670
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2023/24	£17,670
Total amount of funding for 2023/24 to be reported on by 31st July 2023	£17,750

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 as best you can. 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 2023.</p> <p>Please see note above</p>	56%
<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>	83%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	56%
<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/ 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: 2023/24		Total fund allocated:		Date Updated:	
Key indicator 1: Increase 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 on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:		Funding allocated: £8000	Evidence of impact: What do pupils now know and what can they now do? What has changed?	
Specialist sports coaches to work alongside staff to increase their knowledge and skills when teaching PE. (Audited to identify areas of development).	Use a 6-week co-teaching model which supports teaching staff to deliver PE sessions independently. P.E. Lead to monitor PE sessions to assess impact and delivery.		Sports Coach costs £8,000	Staff feel confident to deliver PE independently. They have a model to follow and use the expertise of the Sports Coach to answer any questions they may have, Staff have developed their subject knowledge within P.E. This has had an impact on the quality of lessons they teach to the children.	
Key indicator 2: 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 on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:		Funding allocated: £1450	Evidence of impact: What do pupils now know and what can they now do? What has changed?	

Children in KS1 and KS2 have 2 x 1-hour PE lessons per week, increasing fitness in all pupils. Long term plan in place ensures children are taught a variety of skills but have the opportunity to revisit and embed throughout the year/school years.	PE Lead to oversee timetabling and ensure 2x lessons per class per week are taught. Use GetSet4PE planning template to ensure all areas are covered.	GetSet4PE £550	Children actively look forward to their P.E. sessions. Increased fitness in all children. Increase enjoyment of physical activity.	Continue with 2 hours of PE per week but look into how we can plan for additional movement on days where the children don't do P.E.
Continue to work towards afPE Quality Mark in order to raise profile of PE across whole school community and increase awareness of importance of healthy lifestyle.	K. Hogg to support with application. Contact Simon Leach to begin process Audit provision and create action plan Engage wider school community- views and ideas. Timetable of staff for additional active activities e.g. Wake and Shake/Playground equipment organizing.	£900- cost of award, release time, meetings, cover etc.	Application to begin this year.	HT & PE lead to work alongside each other to begin the application. Specialist sports coach to be used for gymnastics and coaching.
Further structure opportunities for children to engage with PE/ Sports throughout the school day.	Provide Lunchtime staff with training/ support to engage children in sports and activities at lunchtime Playleaders to organize activities during lunch times in each zone.	CW to train in leadership time. No funding required.	Children have access to: Loose Parts Play Games Forest School Each day the rota changes so that over the week, children have access to a range of active activities at lunch time.	From September 23, CW & AM will organise activities during lunch times for children to be active – Play Leaders will be trained and involved in this process. TA's will be directed by CW & AM. Equipment for these activities will be organised by CW & AM.
EYFS environment is designed to ensure the children are able to meet the 'physical development' expectations.	Get Set 4 PE includes EYFS planning. Investigate activities and best practice for developing youngest pupils' fitness and strength.	GetSet4PE £550	Increased co-ordination and strength for gross motor skills. Children enjoy physical activity sessions with coach. Importance of movement is clear to children and parents from very beginning of schooling.	GetSet4PE includes EYFS planning. PE leads to support with physical development in EYFS.

Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated: N/A	Evidence of impact: What do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Specialist sports coaches to work alongside staff to increase their knowledge and skills when teaching PE. (Audited to identify areas of development).	Use a 6-week co-teaching model which supports teaching staff to deliver PE sessions independently. P.E. Lead to monitor PE sessions to assess impact and delivery.	Sports Coach costs £8,000	Staff feel confident to deliver PE independently. They have a model to follow and use the expertise of the Sports Coach to answer any questions they may have, Staff have developed their subject knowledge within P.E. This has had an impact on the quality of lessons they teach to the children.	Teachers have now had several years of PE CPD and as a result, we will no longer employ a full time Sports Coach to develop CPD – this will only occur for areas we have identified as needing further CPD. For example, gymnastics.
Renew 'Get Set 4 PE' which all staff can access to plan in order to ensure quality lessons are delivered which will provide best PE education for our children.	Renew the subscription in February 2024.	£550	Staff & Sports Coach use the online planning tool to plan effective lessons at appropriate level for the children they teach. Those children working at greater depth have opportunities to show and develop this as teachers have access to planning which includes strategies for this.	Cost of resource will be met through main school budget if Sports Premium halts. Aim to equip all staff with necessary skills to teach PE effectively and develop subject knowledge. Staff to have a clear understanding of the progression

				and development of skills in P.E. across the school.
Use Get Set 4 PE' assessment tool to monitor the progress of all children across the subject in order to plan, challenge and support every child's next steps and reach potential.	Use staff meeting time to review using the assessment tool effectively to track progress of children. All staff to have login and as part of the co-teaching model, staff will assess children alongside sports coach and input data. Staff to analyse data to ensure those working below expected are targeted in lessons and offered spaces in extra-curricular clubs		Those children who are working below expected have been targeted for extra-curricular activities. Year 1 and 2 were targeted during the Autumn Term and 3, 5 & 4 during the Summer Term.	Cost of resource will be met through main school budget if Sports Premium halts. Review online tool in staff meeting in September 2023.
Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils				Percentage of total allocation:
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated: £4000	Evidence of impact: What do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:

<p>Ensure PE is well resourced so that children have maximum opportunity to engage with all sports and activities</p> <p>Create a 3-year resourcing plan which prioritises need to have maximum impact on children and makes best use of funding.</p>	<p>Audit current PE resources against requirements of long-term plans Prioritise equipment needed in order to allow children to engage and take part in sport/ activity and order.</p> <p>New equipment to be ordered specifically for active playtimes – keep separate from PE equipment.</p>	<p>£3000</p>	<p>Children have positive experiences of PE and are motivated to take part in activities. This is reflected in pupil voice.</p> <p>High quality resources have been organised and taken care of to ensure they last longer meaning children have the equipment they need for the lessons.</p>	<p>PE equipment and outdoor learning/education equipment ordered using school fund raised through Santa Dash and a portion of Sports Premium funding.</p> <p>New equipment to be ordered specifically for active playtimes – keep separate from PE equipment.</p>
<p>Further structure opportunities for children to engage with PE/ Sports at break/ lunch</p>	<p>Provide Lunchtime staff with training/support to engage children in sports and activities at lunchtime</p> <p>Playleaders to organize activities during lunch times in each zone.</p>	<p>CW to train in leadership time.</p> <p>No funding required.</p>	<p>Children have access to:</p> <p>Loose Parts Play Games Forest School</p> <p>Each day the rota changes so that over the week, children have access to a range of active activities at lunch time.</p>	<p>From September 23, CW & AM will organise activities during lunch times for children to be active – Play Leaders will be trained and involved in this process. TA's will be directed by CW & AM.</p> <p>Equipment for these activities will be organised by CW & AM.</p>
<p>Extra-curricular sporting clubs to be available to all year groups. The focus of the clubs will vary depending on the need of the children – sports coaches and teachers to identify these in PE lessons.</p>	<p>Look at options for a wider range of extra-curricular clubs from external companies.</p> <p>Rota for the year to ensure all children have the opportunity to take part in sports clubs.</p> <p>Target specific children to take part in after-school clubs.</p>	<p>External Coach for extra-curricular clubs £1000</p>	<p>Extra-curricular attendance was high this year. Sessions were planned, where possible, on days when the children had PE so were already dressed for the session – this impacted attendance.</p> <p>Interests of the children and identified gaps to plan sessions. This had a positive impact on confidence & self-esteem of children in their PE lessons.</p>	<p>School staff are able to deliver some sporting clubs but specialist coaches will be used for some clubs. The aim is for all year groups to have access to a sporting club at least once a term.</p> <p>Identify which clubs teachers/teaching assistants would like to deliver and plan first term of clubs.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated: £4300	Evidence of impact: What do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Commit to Knowsley Sports Partnership SLA to provide opportunities for children to engage in inter school competitions whether in person or virtual.	Buy into the SLA at Gold level- giving full access to all competitions Select competitions to participate at the beginning of each term. Organise transport and parental permission at least 1 week prior to the competition. Ensure different children have the opportunity to participate in competitions – changes this year mean children can participate in different levels of competition.	£1,300	Gold School Games award achieved for commitment to school sports. 86% of children across the school represented the school in external competitions this year.	Participate in KSSP competitions again. Organise competitions each half term and allocate staff to attend. Look to increase the number of events we can take part in- possible purchase of mini-bus in order to support transport to events and maximise sporting opportunities.
Transport costs to enable children to attend sporting competitions. (Taxis and Minibuses)	Budget set aside to cover the cost of transportation to and from the competitions.	Transport Budget £3000	Gold School Games award achieved for commitment to school sports. 86% of children across the school represented the school in external competitions this year.	Look into cost of school minibus or sharing one with another school to reduce the cost of transportation.

Increase the number of Intra-class competitions so all children participate in competitive sports on a regular basis.	Termly intra-class competition to be organised by CW/AM	NA	Each half term, all chn took part in an intra-class competition. Children in the school are now put into house teams: Slyvia Gore James Clarke Alexander Brodie John Archer	CW and AM to organise Intra-class competitions. Develop a time table for the first term and review impact through pupil voice in Autumn 2.
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	C. Whitehead
Date:	28/7/23
Governor:	
Date:	