

The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

Evaluation 2022-2023

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
Total amount allocated for 2021/22	£16,396
How much (if any) do you intend to carry over from this total fund into 2022/23?	£1, 982
Total amount allocated for 2022/23	£16,396
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£18,378

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>Yes – However it must be noted that all our pupils have special education needs so work towards personalised swimming targets.</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>	<p>0% However it must be noted that all our pupils have special education needs so work towards personalised swimming targets.</p>
<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>	<p>0% However it must be noted that all our pupils have special education needs so work towards personalised swimming targets.</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>0% However it must be noted that all our pupils have special education needs so work towards personalised swimming targets.</p>
<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>	<p>No</p>

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

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:
			96% for Key indicator 1, 2, 3 and 4
Intent	Implementation	Impact	Evaluation
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
<p>Pupils to be active during lunch and break times.</p> <p>Pupils to understand how to participate in active games and use resources appropriately and matched to individual pupils needs.</p> <p>Pupils to gain the skills and knowledge and attitudes to meet their end of key stage physical development targets.</p>	<p>Train the TAs to run appropriate and active playground games during lunch and breaktimes.</p> <p>Purchase and provide outdoor equipment to improve physical activity for all pupils.</p> <p>Monitor and provide further resources and training to support any identified pupils who are not physically active.</p>	<p>£ 17,378</p> <p>Aim 1: At least the majority of pupils (60% or above) will meet at least the majority (51% or above) of their physical end of key stage targets in Physical Development.</p> <p>Aim 2: At least the vast majority of pupils (97%-100%) of pupils will when in school will participate in appropriate and active playground games during lunch and breaktimes.</p>	<p>Aim 1 Exceeded – There are 20 end of key stage pupils in KS1-KS4.</p> <ul style="list-style-type: none"> - 90% (18) pupils achieved the majority of the their of key stage physical development targets with: - 12 pupils achieved the vast/ overwhelming majority of their targets. (97%-100%) - 3 pupils achieved large majority of their targets (65%-79%) - 3 pupils achieved the majority of their targets (51%-64%) <p>Aim 2 Achieved: - Training and modelling of active playground games at play-times and lunch time by the lead practitioner and sensory diet lead and the purchasing of adaptive bikes and climbing equipment has impacted positively of pupils being active with the vast majority of pupils taking part appropriate and active playground games during lunch and breaktimes.</p> <p>For examples games include, Tig, Duck Duck Goose, football, riding adaptive bikes, trampoline activities and joining in with action songs. SLT have monitored and agreed their is increased activity for the vast majority of pupils around school at break time and lunch time.</p> <p>Next steps: - Further purchasing of new motivating playground equipment including equipment that has impacted positively of pupils physical development such as more bikes and climbing equipment.</p> <ul style="list-style-type: none"> -Continued training of TA's when new equipment is purchased of how to use in an active way. - Continued monitoring of the activity levels of pupils at break time and lunch time.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement			Percentage of total allocation:	
			See key indicator 1.	
Intent	Implementation		Impact	Evaluation
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
<p>Pupils to understand how to participate in active games and use resources appropriately and matched to individual pupils needs.</p> <p>Pupils to gain the skills and knowledge and attitudes to meet their end of key stage physical development targets.</p> <p>Pupils demonstrate positive attitude towards physical activity.</p>	<p>Train the TAs to run appropriate and active playground games during lunch and breaktimes.</p> <p>Purchase and provide outdoor equipment to improve physical activity for all pupils.</p> <p>Monitor and provide further resources and training to support any identified pupils who are not physically active.</p>	<p>See indicator 1</p>	<p>Aim 1: At least the majority of pupils (60% or above) will meet at least the majority (51% or above) of their physical end of key stage targets in Physical Development.</p> <p>Aim 2: At least the vast majority of pupils (97%-100%) of pupils will when in school will participate in appropriate and active playground games during lunch and breaktimes.</p> <p>Aim 3: Pupils will be observed to be happy to take part in identified physical activities using targeted resources.</p>	<p>Aim 1 Exceeded – There are 20 end of key stage pupils in KS1-KS4.</p> <ul style="list-style-type: none"> - 90% (18) pupils achieved the majority of their of key stage physical development targets with: - 12 pupils achieved the vast/ overwhelming majority of their targets. (97%-100%) - 3 pupils achieved large majority of their targets (65%-79%) - 3 pupils achieved the majority of their targets (51%-64%) <p>Aim 2 Achieved: - Training and modelling of active playground games at playtimes and lunch time by the lead practitioner and sensory diet lead and the purchasing of adaptive bikes and climbing equipment has impacted positively of pupils being active with the vast majority of pupils taking part appropriate and active playground games during lunch and breaktimes. For examples games include, Tig, Duck Duck Goose, football, riding adaptive bikes, trampoline activities and joining in with action songs. SLT have monitored and agreed their is increased activity for the vast majority of pupils around school at break time and lunch time.</p> <p>Aim 3 Achieved: After the purchase of a range of adaptive bikes, it has been observed by SLT, teachers and TA's that once the pupils where shown how to ride these bikes there has been increase in the number of pupils who are happy and wanting to be active as they are motivated by the range of new bikes.</p> <p>Next Steps: - Further purchasing of new motivating playground equipment including equipment that has impacted positively of pupils physical development such as more bikes and climbing equipment.</p> <ul style="list-style-type: none"> - Continued training of TA's when new equipment is purchased of how to use in an active way. Training of any new TA's on games that encourage physical activity. - Continued monitoring of the activity and happiness levels of pupils at break time and lunch time.

Key indicator 3:			Percentage of total allocation:	
			Training internally	
Intent	Implementation		Impact	Evaluation
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
Pupils to understand how to participate in active games and use resources appropriately and matched to individual pupils needs.	Train the TAs to run appropriate and active playground games during lunch and breaktimes.	Training internally	Aim one: At least the vast majority of pupils (97%-100%) of pupils will when in school will participate in appropriate and active playground games during lunch and breaktimes.	<p>Aim 1 Achieved: - Training and modelling of active playground games at play-times and lunch time by the lead practitioner and sensory diet lead has impacted positively of pupils being active with the vast majority of pupils taking part appropriate and active playground games during lunch and breaktimes. For example active games that the TA's have been trained to play with the children include, Tig, Duck Duck Goose, football, riding adaptive bikes, bouncing on trampolines and joining in with action songs. SLT have monitored and agreed their is increased activity for the vast majority of pupils around school at break time and lunch time.</p> <p>Next Steps: - Continued training of TA's when new equipment is purchased of how to use in an active way and new banks of active games that the TA's can teach to the pupils. - Training of any new TA's on active games that popular with the pupils and games that encourage physical activity.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			Percentage of total allocation:
			See key indicator 1.
Intent	Implementation	Impact	Evaluation
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Sustainability and suggested next steps:</i>
<p>Pupils to be active during lunch and break times.</p> <p>Pupils to understand how to participate in active games and use resources appropriately and matched to individual pupils needs.</p> <p>Pupils to gain the skills and knowledge and attitudes to meet their end of key stage physical development targets.</p>	<p>Train the TAs to run appropriate and active playground games during lunch and breaktimes.</p> <p>Purchase and provide outdoor equipment to improve physical activity for all pupils.</p> <p>Monitor and provide further resources and training to support any identified pupils who are not physically active.</p>	<p>See indicator 1</p> <p>Aim 1: At least the majority of pupils (60% or above) will meet at least the majority (51% or above) of their physical end of key stage targets in Physical Development.</p> <p>Aim 2: At least the vast majority of pupils (97%-100%) of pupils will when in school will participate in appropriate and active playground games during lunch and breaktimes.</p>	<p>Aim 1 Exceeded – There are 20 end of key stage pupils in KS1-KS4.</p> <ul style="list-style-type: none"> - 90% (18) pupils achieved the majority of the their of key stage physical development targets with: - 12 pupils achieved the vast/ overwhelming majority of their targets. (97%-100%) - 3 pupils achieved large majority of their targets (65%-79%) - 3 pupils achieved the majority of their targets (51%-64%) <p>Aim 2 Achieved: - Training and modelling of active playground games at playtimes and lunch time by the lead practitioner and sensory diet lead and the purchasing of adaptive bikes and climbing equipment has impacted positively of pupils being active with the vast majority of pupils taking part appropriate and active playground games during lunch and breaktimes.</p> <p>For examples games include, Tig, Duck Duck Goose, football, riding adaptive bikes, trampoline activities and joining in with action songs. SLT have monitored and agreed their is increased activity for the vast majority of pupils around school at break time and lunch time.</p> <p>Next Steps: - For pupils to extend the range of appropriate and active playground games and resources they can take part in order to improve physical activity.</p>

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation: 5% of funding
Intent	Implementation	Impact	Evaluation
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Sustainability and suggested next steps:</i>
<p>The formal PE pupils will have the skills and knowledge to take part in competitive sports activities.</p> <p>Pupils to understand how to participate in active games and use resources appropriately and matched to individual pupils needs.</p> <p>Pupils to gain the skills and knowledge and attitudes to meet their end of key stage physical development targets.</p>	<p>Join the Wyre and Fylde Sports Partnership who organise inclusive competitive sport activities and provide opportunities for pupils to take part in out of school sporting activities.</p> <p>To use the skills and knowledge learnt from the Wyre and Fylde Sports Partnership to train the PE subject leader to have to cascade training to staff to positively impact pupils physical development attainment.</p>	<p>£820 training and events)</p> <p>£ 180 Cost of participation</p> <p>Aim 1: The majority (51-64%) of formal PE primary pupils who are developmentally ready will participate in a competitive sport activity.</p> <p>Aim 2: The majority (51%-64%) of pre-formal and semi-formal pupils will develop the pre-skills, knowledge and attitudes needed to develop their early games skills.</p> <p>Aim 3: At least the majority of pupils (60% or above) will meet at least the majority (51% or above) of their physical end of key stage targets in Physical Development.</p>	<p>Through the Wyre and Fylde Sports Partnership many pupils took part in the dance festival and Tea dance. The PE subject lead is new to role, however she worked alongside experienced subject leads to plan competitive sporting events such as Sports Day, Boccia and football tournaments. As well as using her knowledge including that gain from the the Wyre and Fylde Sports Partnership to edit our fully sequenced skills and knowledge curriculum to ensure that pre-formal and semi-formal pupils have the opportunities to develop the pre-skills, knowledge and attitudes needed for early games skills. As well as ensuring the formal pupils have opportunities for competitive sport.</p> <p>Aim 1 Exceeded: There are 6 end of key stage Formal pupils in KS1-KS4. - 100% (6) pupils achieved the majority of their of key stage physical development targets with: - 3 pupils achieved the vast/ overwhelming majority of their targets. (97%-100%) - 1 pupils achieved large majority of their targets (65%-79%) - 2 pupils achieved the majority of their targets (51%-64%)</p> <p>Aim 2 Exceeded: There are 14 end of key stage Pre- Formal and Semi-Formal pupils in KS1-KS4. - 86% (12) pupils achieved the majority of their of key stage physical development targets with: - 9 pupils achieved the vast/ overwhelming majority of their targets. (97%-100%) - 2 pupils achieved large majority of their targets (65%-79%) - 1 pupil achieved the majority of their targets (51%-64%)</p> <p>Aim 3 Exceeded: There are 20 end of key stage pupils in KS1-KS4. - 90% (18) pupils achieved the majority of their of key stage physical development targets with: - 12 pupils achieved the vast/ overwhelming majority of their targets. (97%-100%) - 3 pupils achieved large majority of their targets (65%-79%) - 3 pupils achieved the majority of their targets (51%-64%)</p>

Signed off by	
Head Teacher:	Jenny Slater
Date:	22.08.23
Lead Practitioner and Subject Leader:	Tess Taylor Lucia Della-Corte
Date:	22.08.23
Governor:	Jane Brooks
Date:	