

# 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	£0
Total amount allocated for 2021/22	£0
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17150
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 17150

## 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><b>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</b></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><b>N.B.</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>	%
<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><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	Yes/ <b>No</b>

## 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:	
<b>Key indicator 1:</b> 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: %36 - £6000
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:
All children have opportunity to engage in regular physical activity during the school day.	<ul style="list-style-type: none"> <li>Sports coach bought in from RLT to run lunch time clubs.</li> <li>Sports coach bought in through Burnley FC in the Community to enhance the P.E. teaching.</li> <li>Staff trained in delivering playground games.</li> <li>Equipment bought for lunchtimes (including storage to ensure children have easy access to equipment at lunchtime).</li> <li>Community link with Lean Gym, access for before and after school gym sessions, staff access to gym and gym sessions.</li> <li>In school P.E. lead to support staff in planning and leading P.E.</li> </ul>	<p>Funded through coaching package (RSSP+RLT)</p> <p>Funded through BFC in the community partnership.</p> <p>£ 6000</p>	<p>Children were engaged and active for 45 minutes at lunchtime through the club run by RLT coach.</p> <p>Break/lunch time staff now have a bank games they can play with children on the playground.</p> <p>Equipment bought for children to use on the playground at playtimes and lunchtimes. Sports Ambassadors access the sheds and are able to use equipment for all children to use at lunchtimes and playtimes. Most children are now engaged and active for the whole of lunchtimes, using the equipment to enhance their games.</p>	<p>Coaching package for next year includes a full year of lunchtime clubs, delivered on two days.</p> <p>TA delivers and organizes a range of lunchtime sports for KS2 with the sports ambassadors.</p> <p>Staff will continue to engage children with the games they have been taught.</p> <p>Equipment will be reviewed and updated at the beginning of the year to ensure the equipment are stocked appropriately to ensure children are engaged and active at lunchtimes.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				4% - £700
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:
PE equipment is excellent quality and ensures that PE can be taught effectively and so children have a variety of equipment to enhance their PE lessons.	<ul style="list-style-type: none"> <li>Review PE equipment and PE plans to ensure appropriate equipment is available for each PE lesson.</li> </ul>	£600	All PE lesson can be taught appropriately and efficiently. Staff and children have access to high quality equipment that they use in their PE lessons.	Continue to review PE equipment to ensure it is high quality and meets the requirements for each PE lesson.
Staff are role models in PE, modelling different skills, appropriate dress code when teaching PE.	<ul style="list-style-type: none"> <li>Staff kits purchased so that the profile of PE is raised throughout school.</li> </ul>	£100	All staff have a PE top which raises the profile of PE and places an importance of dressing appropriately for their PE sessions.	Staff are role models for pupils during their PE sessions. Staff are appropriately dressed and are able to teach all units of PE. The profile of PE is raised as there is an importance placed on how staff are dressed when teaching the subject.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				17% - £3000
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>Staff are confident in teaching all units of PE.</p> <p>Staff are beginning to develop their understanding and use of the P.E. passport</p>	<ul style="list-style-type: none"> <li>• Staff to work alongside sport coaches e.g. BFC and RSSP</li> <li>• RSSP gymnastics teacher for staff CPD</li> <li>• Teachers receive coaching from RLT coaching package.</li> <li>• CPD for ECT who will be taking on P.E. lead role.</li> </ul>	<p>£250</p> <p>£ 1,000</p> <p>£ 2000</p> <p>Funded through the sports partnership.</p>	<p>Staff have gained understanding of how to teach a range of sports and pupils have had access to a high-quality coach during these session.</p> <p>Staff have gained understanding of how to teach gymnastics and pupils have had access to a high-quality coach during these sessions.</p>	<p>Staff have gained an understanding of how to teach a range of sports and can now aid in the develop of others when teaching this unit of work.</p> <p>Staff have gained an understanding of how to teach gymnastics and can now aid in the develop of others when teaching this unit of work.</p> <p>A range of teachers have received coaching from the RLT coaches. These coaches have delivered coaching sessions on our units identified in our long-term plan.</p> <p>Staff use the P.E. passport for long term planning</p>
<p><b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation:</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impact</b></p>	
<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>

Pupils will be able to experience a broader range of sports and activities.	Community link with Lean Gym, access for a small group of year 3/4 children to enhance their confidence.	Identified above within Key Indicator 1	Children were able to visit Lean Gym where they were able to take part in HIIT workouts and use the gym equipment. The children were able to try a range of different workouts and classes and were able to develop an awareness of the need for physical activity and the different exercises and their effect on the body.	To extend this to adults and children.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				43% - £7450
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:
All pupils have the opportunity to engage in competitive sports (intra and inter competition).	<ul style="list-style-type: none"> <li>School subscription to Rossendale School Sports Partnership./BFC</li> <li>Access to competitions throughout the school year.</li> <li>Access to non-competitive festivals throughout the school year.</li> <li>Partnership with Burnley FC in the community.</li> </ul>	£ 7450  Through RSSP  Through RSSP	Over 80 children have represented the school this year in sporting fixtures.  They have been able to experience both competitive events and festival events which have been good introductions for some children who have not had the chance to experience competitive sports previously.	Continue to be a part of the RSSP to ensure that all children have the opportunity to represent the school in sporting fixtures.  Next year, fund a forest school tutor to allow children to experience a variety of outdoor activities and education while being active. This will give children a broader experience of physical activity.

Signed off by	
Head Teacher:	<i>Elizabeth McKay</i>
Date:	July 23
Subject Leader:	M.Smedley/O Wilson
Date:	July 23
Governor:	TBC
Date:	