

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	£6,828.86
Total amount allocated for 2021/22	£21,360
How much (if any) do you intend to carry over from this total fund into 2022/23?	£25,904
Total amount allocated for 2022/23	£21,410
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 2334

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	
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	70%
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	44%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	62%

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/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: 2022/23		Total fund allocated:		Date Updated:	
<p>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</p>					Percentage of total allocation: See indicator 2
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?:	
To maintain pupil's enjoyment and engagement in active play before school, during lunch and break times, involving student leaders	Morning wake up/shake up and Total Ninja clubs promoted to target PPG/Behaviour/energy levels. Equipment bought to increase activity levels at playtime based on	£136.76 Equipment for active play/morning clubs and storage Included in total for indicator 2	Increased participation of year 5 and pupils to Ninja clubs by 200% 16.7% of PPG and SEND pupils attended Ninja club. Teachers reported that concentration of those pupils improved in morning lessons – ready and engaged to learn. 22.9% of PPG pupils from years 3-6 attended after school clubs 36.7% of SEND pupils from years 3-6 attend after school clubs	Encourage implement more active brain breaks throughout the day. Improve student leadership to implement active playtimes. Improve lunchtime staff engagement with active lunchtimes Improve behavior via engaged activity at break time Playground Games for Primary Schools in UK (inspiredschools.co.uk) (£6895 – part of carry over) Target PPG and SEND pupils to attend morning or after school cubs	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 15%
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:
To focus on promoting physical activity before and after school To promote gender equality through football	PE and Sports newsletter termly and involve the sports ambassadors Sporting successes box for children to share achievements outside of school. Promote morning clubs dojo and twitter. Questionnaire to pupils about feelings on gender participation in football at playtimes/lunchtimes Timetables for boys only/girls only and mixed pitch time. High profile of girls and boys football team and equality of fixtures and training Improve quality of pitches for participation Promoted local clubs and swimming activity in the newsletters. We Do Tennis sessions with all years – free	£136.78 – equipment for clubs £4200 – anti slip football coating on pitch	Increased participation of year 5 and pupils to morning clubs by 200% Increased numbers of girls' participation and enjoyment of football at play and lunchtimes. 23% of girls play on girls only pitch times and 15% of girls play on the mixed pitch times. 30% of boys play on boys only pitch times and 20% of boys play on the mixed pitch times. Parents and children enjoyed tennis sessions and children joined up to take part after school. All children in year 6 enjoyed sessions and increased confidence in mental health awareness	Attitudes towards gender equality still need improvements and supported. Explore use of totally runnable next year for gender equality in sport training for pupils Playground markings to increase activity at play and lunchtimes with young leader training to improve behavior at playtimes. (See above for cost)

	Sale sharks sessions promoted mental within year 6 – hour in class – hour outside classroom			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Percentage of total allocation:
35%

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:
To improve the use of Learning objectives, success criteria and pupil AfL using technology to aid this To increase knowledge and confidence of EYFS staff with new EYFS framework	Sports coach to finish level 5 course. EYFS teacher to attend ECT Early years course. Purchase IWB to use for lessons Man city coaches to deliver lessons and teachers to use as CPD and implement into curriculum and delivery for GMS	Annual subscription - £899 – PE passport £2000 x2 – TLR 3 £1500 – MCFC JUST RECPETION IWB £3,230 EYFS early years course £300	Sports coach achieved Level 5 specialism. Increased pedagogical knowledge and confidence to deliver high quality Lessons ks1 and 2 – taught dance and gym across the school. Children are increasing in confidence to talk about their learning using specific language 65% of pupils at expected or exceeding in PE EYFS teacher created overview of GMS skills for nursery pupils. Nursery deliver weekly PE lessons	Focus on reception - Introduce weekly reception PE lessons and create overview of GMS Send ECT reception teacher on ECT EYFS early years course. CPD for reception teachers delivering lessons alongside teachers with Junior sports stars. (£1050 carry over spends) New ECT teacher from EYFS, KS1 and KS2 on PE course. (£900 carry over)

			EYFS teacher shared knowledge with colleague to improve confidence, knowledge and pedagogy.	PE lead to coach teachers with lower confidence in teaching PE.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 29%
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:
To introduce new sports to the curriculum to engage children	<p>Mapping of school grounds to enhance the development of OAA https://enricheducationuk.com/outdoor-learning-and-orienteeing/</p> <p>Events to excite and engage pupils to join local clubs or take up new sports – work with Enrich Education to deliver Quidditch across the whole school</p> <p>Archery taster pack to be introduced in lessons for year 5</p>	<p>£4100 Enrich Education – OAA mapping</p> <p>Enrich Quidditch – £2214</p> <p>Archery taster pack £1780</p>	<p>Ks2 used OAA to link to their curriculum across subjects for topic engagement at the start or bridging back reflection activities. Teachers reported it improvement teamwork skills and was a good way to engage in learning.</p> <p>Sports Week EYFS to KS1/KS2 pupils learnt Quidditch and worked together to learn a new sport.</p> <p>78% of ks1 and 2 pupils enjoyed the Quidditch 67% of pupils would like to see it introduced into the curriculum or be used as a club</p>	<p>Staff OAA CPD to be delivered in Autumn 1 – postponed due to teacher strikes</p> <p>Introduce archery to another year group/club</p> <p>Introduce Quidditch into curriculum or club. potential staff training how to deliver</p> <p>Survey children to decide on a new sport to implement into the curriculum and after school provision.</p>

			<p>68% of Ks1 and 2 pupils enjoyed the orienteering/teamwork activities. 43% would like to see it used in a club</p> <p>62% of year 5 pupils enjoyed all of the archery lessons 38% of year 5 pupils enjoyed it some of the lessons.</p> <p>51% of pupils said they would like to or consider going to an archery club</p>	Create stronger links with local sports clubs
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				13%
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:
To increase pupil participation in Competitive Sport with a focus on targeting PPG children	<p>Increase focus on PPG and SEN children to join in with competitions.</p> <p>Paying for transport for fixtures.</p> <p>Manchester PE association Fees.</p>	<p>£ 950 – Manchester PE association</p> <p>£2595 – Transport to comps</p>	Increased pupil participation in competitive sport from 22.1% to 32.9% attending competitions (years 3-6 546 on roll)	<p>Continue to pay for transport to competitions.</p> <p>More intra comps from the start of the year.</p> <p>Continue to utilise the new</p>

	<p>Organised calendar of events for competitions for School Games – Basketball, Lacrosse, hockey, netball, cross county/inclusion, athletics inclusion, swimming gala, rounders, cricket – enter both inspire and excel</p> <p>Sports coach to teach specific sports in clubs (multisport and football) to ensure children are ready for competitions and talented children are identified.</p> <p>Celebration assembly weekly – Personal challenge and Ks1 Coach picked a sports star of the week.</p> <p>School Games Day and rewards for participants and winners</p> <p>Sports Week Introduce new sport – Quidditch through Enrich Education Intra games lesson during PPA</p>		<p>28.6 % of girls attending competitions, increased from 19.2% (years 3-6 546 on roll) 37.2 % of boys attending competitions (years 1-6 546 on roll) increased from 17.3%</p> <p>PPG 46.3% (year 5 and 6) participation increased from 14% PPG 42.9% participation in competition</p> <p>30% of SEND pupils attended competitions</p> <p>School Games award pending at time of writing</p>	<p>format of School Games for an excel competition and an inspire – focus on SEND (highlighted list of names at the beginning of the year)</p>
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Lauren Hopper and Rachel Appleby

Date:	
Governor:	
Date:	