

# 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 31<sup>st</sup> 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	£ 17,980
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17,980
Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023.	£ 17,980

## 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. <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>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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 2023. Please see note above	66%
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	60%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	75%
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?	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:	
<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: % 24%
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:
Children to complete the daily mile, ensuring all children have the opportunity to complete the mile as often as possible.	Encouraging all children to be involved across KS1 and 2. EYFS children to use bike track to do a daily mini mile.	£1583.12	<ul style="list-style-type: none"> <li>Improved concentration and engagement in learning.</li> <li>Improved physical activity and fitness levels for all children across the school.</li> <li>Increased levels of engagement and enthusiasm for physical activity.</li> <li>Children more aware of the importance and fun of daily activity.</li> </ul>	Continue to encourage children to part in daily mile, building up over the week.
Organised activities at lunch and play times to provide opportunity for all children to access at least 30 active minutes daily.	KS1 and 2 rotas to be developed at lunch times for children to access different organised physical activities.			Continue to develop the role of play leaders and play leaders to help select and train the next cohort of play leaders
Assign new playground play leaders.	Playground leader assigned. Playground equip audit and enhancement provision			Enhancing children's independence to organise themselves and plan their own activities.
A variety of different bike and climbing equipment provided for EYFS to encourage early year's children to be more active throughout the day.	The bikes will provide all EYFS children will opportunity to be active throughout the day and develop physical skills.	£2675	Increase gross and fine motors skills for EYFS children.	

EYFS Staff training on physical development to support children's physical health, wellbeing and development, outdoors.	Purchase new climbing blocks for EYFS  EYFS staff engaging children in planned and spontaneous child initiated physical activities. EYFS teachers to produce weekly planned Continuous provision and guided activities.			Continue to enhance and refine provision for EYFS physical development- fine and gross motor
Occupational therapist to begin to support and train staff in delivering Sensory circuits to support SEND children in KS1 and 2. Children will engage in sensory circuits	SEND children will begin to have access to sensory Circuits supporting their physical, social and emotional needs.			Continue to access OT support for SEND children as required and enhance provision already available Including sensory Circuits resources.

**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement**

Percentage of total allocation:

27%

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:
Introduce play leaders to lead and organise equipment (KS1) a variety of Activities and competitions across all key stages (y5&6).	Children will organise resources, set up and organise play time games and activities for their own class. Year 5 & 6 will help organise and lead activities and competitions across the school. Developing their leadership and organisational skills and modelling this for children across all key stages.	£as above	Children across the school will be more active at break and lunch times. They will have opportunity to engage in variety of organised activities outside of the curriculum.  Increased confidence of staff to deliver the PE curriculum.	Continue to develop the role of play leaders and play leaders to help select and train the next cohort of play leaders  Continue to enhance provision as required to engage to children more and enable more children to want to take part in

<p>City in the community – 1 full days coach for support staff CPD and provide children with specialist coaching.</p> <p>Purchase of new resources to enhance curriculum PE, extra-curricular activities and lunch/break time activities. E.g. netball hoop, bibs, dodge ball set, athletics equipment, individual class resource, etc.</p>	<p>Set up Play council meeting for children to bring and discuss ideas.</p> <p>Children across the school with have access to high quality specialist coaching. This coaching will up skill children and staff.</p>	<p>£3000</p> <p>£2060.51</p>	<p>Increased engagement and enjoyment during PE lessons for all children, Inc. SEND.</p> <p>Increased attainment in PE for children in KS1 and 2</p> <p>Children engaging in more physical activities outside of curriculum lesson.</p> <p>Children will display PE values in PE lessons, at playtimes and across the curriculum</p>	<p>physical activities, increase fitness and raise attainment in PE</p> <p>Introduce and celebrate the PE values. Display in the hall/dining room of values. Each half term awards to be given to children who display the PE values.</p> <p>Develop a webpage on school website for parents and children to access that promotes physical activity and healthy living.</p>
	<p>The children will learn new skills and have opportunity to play a wider variety of game in and out of focused PE sessions.</p>			

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				25%
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:

City in the community – 1 full days coach for support staff CPD and provide children with specialist coaching. (as above)	Children across the school with have access to high quality specialist coaching. This coaching will upskill children and staff.	£3000	Increased confidence of staff to deliver the PE curriculum.	Develop links with different providers to give children to opportunity to experience and develop skills in a wider variety of physical activities.
CPD for Subject leaders	Leaders will have opportunity to engage in termly PE leader training to up skill them to lead the subject.	£595	Increased engagement and enjoyment during PE lessons for all children, Inc. SEND.	Continue to enhance and refine the role of New PE Co-ordinators.
Membership to Manchester schools PE Association.	Leaders will have access to extra support and resources to develop and improve PE. And extra-curricular activities. Access to Manchester community competitions.	£800.	Increased attainment in PE for children in KS1 and 2  Increased attainment for KS1 and 2 children in Physical Development. SEND children to have greater concentration and participation in lessons.	Training for staff on new PE Curriculum where appropriate. Team teaching with specialist coaches
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				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:
Additional achievements:  New games taught to the children that they have never played before. E.g. Netball and girls football	KS2 children will experience new game and develop new skills that they can transfer to other activities outside of curriculum PE  Tennis coaching for years 3-6 as	LTA voucher +	All KS2 children have access to a variety of extra-curricular sport activities.  All children have access to a variety of different sports activities during break and lunch times.	Continue with the to refine and enhance children skills in the activities already started this year and enhance by adding a wider variety of curriculum activities as well as adding to after school provision.

	enrichment and CPD for staff. Tennis afters school club for years 1 and 2.	£530	Further engagement and increasing participation in sports activities across the week.	Engage parents in getting their children active after school using Active Families resources.
City in the community after school multi-sports session. Football, dodge ball, rounder's cricket.	KS2 children will have the opportunity to engagement in a variety of afterschool activities.	£1000	Children are developing their physical skill and embedding activity in their daily routines.	
Organised activities at lunch and play times to provide opportunity for all children to access at least 15 active minutes daily. By play leaders	KS1 and 2 rotas to be developed at lunch times for children to access different organised physical activities.	As above	Develop confidences to try new activities that they would not otherwise be involved in.	Continue to develop the active minutes using active blast and physical activities across other lessons
Year 6 children to take part in and outdoor adventure day, developing new physical, communication and team building skills.	The children will be more confident in their own abilities to work individually and as a team. They will develop transferable skills.		Children will develop their decision making skills, resilience, and engagement in high level activity.	Get children and families involved in selecting activities they might like to take part in additional to curriculum PE
OAA built into the curriculum for other children key stage 2 and developmental skills for key stage 1				
New curriculum purchased to enhance PE development and ensure a breath of experience and skills is talk to all year groups.	Purchase curriculum. Map out curriculum with class teachers to ensure all children have experience of a wide variety of activities, inc outdoor adventure activities (KS2)	£1249		



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				8%
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>Membership to school games website. Try to join some competitions outside the catholic cluster.</p> <p>Children to take part internal school competition. E.G sports day, class competitions.</p> <p>Create links with local schools to participate external competitions and tournaments- 1 tournament each half term.</p> <p>Membership to Manchester schools PE Association.</p>	<p>Join inter-school competitions and tournaments across Manchester.</p> <p>Children participate in competitive activities within their own class and Key stages.</p> <p>Join the local cluster of primary's work in partnership with and organise inter-school competitions and tournaments. Purchase extra resource for after school activities so more children can participate</p> <p>Ensure appropriate staffing of the competition. Paying where necessary. Ensure adequate transport to these events.</p> <p>Leaders will have access to extra support and resources to develop and improve PE. And extra-curricular activities. Access to Manchester community competitions.</p>	<p>£199.99 £1287.50</p> <p>As above</p>	<p>Enjoyment and competitiveness of the children.</p> <p>Evidence of wider social skills shown in other areas of social life through competition e.g. manners, teamwork, competitiveness.</p> <p>Participation registers to ensure all children have opportunity if they want it.</p> <p>Children will have access to a wider variety of sports as they will be able to access different locations.</p>	<p>To continue to engage with school partnerships to access external competitions.</p> <p>Engage in competitions outside of the local school cluster.</p> <p>Work with play leaders to develop a variety of internal competitions and tournaments.</p> <p>Focus on a variety of skills during PE lessons, which they will apply in their competitive activities.</p> <p>More support in taking children to competitions. Y1-Y6.</p> <p>Children to take part in more internal competitions and personal best activities.</p>

Signed off by	
Head Teacher:	Sarah Yates
Date:	19/07/23
Subject Leader:	Serena Reyes and Diane Walker
Date:	19/07/2023
Governor:	Fr Owen Gallagher
Date:	19/07/23