

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 2022/23	£0.00
Total amount allocated for 2022/23	£17,180
How much (if any) do you intend to carry over from this total fund into 2023/24?	£1,458.07
Total amount allocated for 2023/24	£15,227.07
Total amount of funding for 2023/24. Ideally should be spent and reported on by 31st July 2023.	£15,227.07

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 practiced 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	NA
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	NA
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	NA
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	NA
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?	NA

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: £31,992.78		Date Updated: July 19th 2024	
Key indicator 1: 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: 60 % £19,200
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
To improve health and fitness of all pupils by engaging all pupils in daily physical activity. To target more pupils at lunch times to engage with sporting and active opportunities, in order to achieve the 30 minutes needed daily.		Playtime games/trolley Lunchtime games/trolley Purchase a wide range of equipment for all year groups to participate in active games during lunchtime and break times. Monitor and re stock where needed.		£ 2,042.23	
				All children are active for a minimum of 30 minutes every day through playtimes, lunchtime and PE. Children have access to a wider variety of games than before. Children are self-selecting activity rather than it being adult led.	
				Sustainability and suggested next steps: PE leader to observe and monitor the children at lunchtimes. Notice any children who are not physically active. Gather pupil voice about PE equipment. Carry out a playtime survey	

<p>To provide young leaders training so that (PALS) so that younger children have good role models for playing sport.</p> <p>To raise motivation for pupils to participate in sporting activities at lunch/break times</p> <p>To provide access to additional physical activity</p>	<p>Purchase leadership training for Y2 class to be lunchtime leaders (PALS). Year 2 being 'Young Leaders' Autumn 24 from SRSP for breaktime games Provide a range of weekly after school clubs. Encourage those children who are less active to join the clubs. Staff to provide other active clubs.</p>	<p>£800 SRBC – Active whole school Events £300 SRBC – PALS £400 SRBC – Wellbeing Wednesdays £1,200 SRBC – After School Clubs</p>	<p>Reception children have positive active role models at play/lunchtimes Those less engaged children are more motivated and are accessing physical activity.</p> <p>School has provided at least 1 after school club per week throughout the year, through SRBC sports projects.</p> <p>Teachers have carried out clubs for dance and yoga.</p>	<p>School staff to deliver additional PE clubs to offer access to more children.</p>
<p>To teach children effective strategies for developing a healthy mind</p>	<p>Whole school focus on focusing our minds and completing breathing and yoga every day.</p>	<p>£0</p>	<p>Children have a range of strategies they can use to calm themselves and build positive mind sets</p>	
<p>Provide access to physical development interventions in EYFS</p>	<p>BEAM interventions and enable key staff to access training</p>	<p>£0</p>	<p>Children with weaker gross motor skills have access to intervention</p>	<p>This can be repeated each year with new intake of children and children with ongoing weaker gross motor issues</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation: 5% % £1700</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</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>

To implement an effective assessment process to ensure that children are meeting physical development milestones	Lancashire PE passport	£600	Effective assessment system in place Gaps in physical development is identified Interventions can be planned accordingly	Sustainability on access the high quality scheme of work and assessment
Use PE and sport to enable the development of life skills that are transferred to other curriculum areas, wider school and beyond.	Increase PE and sport by implementing an active curriculum.	£0.00	Active lessons across the curriculum.	Monitored by PE lead and subject leaders.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 25% £8000
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: £1,200	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Festivals with South Ribble Teachers present during festivals to learn correct techniques for different sporting activities.	Teachers to use knowledge learned from SRBC Festivals to impact on own knowledge and improve teaching of different sporting activities.	£1,200	Monitor teachers teaching explicit skills linked to festivals.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 9 % £2900
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated: £5,267.93	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
<p> Scoot safe – Year 2 • Bike ability – level 1 and 2 for reception children</p> <p>• A range of after school clubs available to children</p>	<p>All year 2 participate in scoot safe sessions</p> <ul style="list-style-type: none"> • All reception children participate in bike ability level 1 and 2. <p>Continual access to balance bikes in outdoor area.</p> <ul style="list-style-type: none"> • Have a range of after school clubs. 	<p>Bike ability: £930 SRSP Clubs: £1,400</p>	<p>Children taking part in different physical activities and sports that they haven't tried before</p> <p>children gain confidence in new activities</p>	<p>Children are developing a love for physical activity and access new experiences</p>
Bike shelter	Purchased bike shelter to encourage children to actively come to school.	£3655	See how many children now ride their bikes or scooters to school.	Continue to promote the use of the bike shelter to parents-year on year.
Purchase Tennis nets	Purchasing a broader range of sporting equipment to ensure children are exposed to different types of sport and have opportunities to compete within the sport, whether that be external or internal to school.	£94.99 (Included in total for equipment)	Monitor the use of equipment in PE and Playtimes.	
Purchase Basketball Back Board		£56.99		
Purchase new Rounders Equipment.		£60.95		

Key indicator 5: Increased participation in competitive sport	Percentage of total allocation:
	6 %

Intent	Implementation		Impact	£1800
<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: £1268.21</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>

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<p>• Focus on competition within school using Whole School Festivals with SRSP - Paralympics, Rackets, Athletics •Providing opportunities for children with SEND, the least active and the least confident to participate in competitions. • Sports Day</p> <p>Goals for football</p>	<p>Whole school Festivals - Termly Sports/Healthy Week Sports Day</p> <p>Engage with SRSP competitions</p> <p>Children in Year 2 compete in football tour dements.</p>	<p>Whole School Festivals: £600 Sports Day: £30.00</p> <p>Cluster competitions: £450</p> <p>£4.97 (stickers)</p> <p>£183.24</p>	<p>Our whole school Festivals have been a success this year. We have done a Paralympic Festival, a Rackets Festival and an Athletics Festival. We link our Christian values with our festivals, handing out 'perseverance' and 'respect' certificates to children in each class.</p> <p>Monitoring the volunteer coaches. Ensuring children learn the basics of competition.</p>	<p>Continue next year with the hope for more competition participation with another local infant school via SRSP. More Whole school festivals with SRSP (half termly)</p>
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Head Teacher:	Jayne Woan
Date:	16 th July 2024
Subject Leader:	Jodie East and Rosie Martin
Date:	12 th July 2024
Governor:	Elizabeth Glassbrook
Date:	19 th July 2024