

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	£18,276
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£21,414
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£21,414

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	82%
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	82%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	96%
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:	
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:
				%
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:
Ensure our high quality PE curriculum and school sport offer develops competent and confident movers with the aim of inspiring lifelong participation in physical activity.	Twice weekly PE lessons undertaken by WLSP sports coaches to ensure our children understand the role of movement in the development of their own physical literacy, fitness and well-being.	£12,694	Positive attitudes to health and well-being. Development of pupil levels of focus, concentration, commitment, self-esteem, resilience.	Monitor physical activity levels to ensure we meet the government guidelines of at least 30 minutes a day for each child in school time.
Educate children in the value and benefits of a healthy active lifestyle.	Support the development of the PE curriculum to ensure lessons link to a multi-skills approach for a positive life long active lifestyle.		Inculcate positive behaviour and a sense of fair play; enhanced through external sporting competitions and ambassadors as role models.	Continued future training and development of resources and materials
Raise awareness of the best places to take part in sport and physical activity outside of school.	Build links with local schools and community sports clubs through our Sports partnerships		Pupils' activity at lunch and break increased. Children taking part in daily additional activities such as 'The Daily Mile' regularly Sports Leaders support active play across the school.	

<p>Develop role of upper school children; Where applicable - ex-pupils from High Schools, as Sports Leaders/Ambassadors to support active playtimes and support extra-curricular activities.</p> <p>Staff and children to work towards Chief Medical Officer guidelines of 30 active minutes in school per day.</p> <p>Increase pupils' activity levels throughout the day.</p> <p>Use active lessons to increase physical activity levels and learning.</p> <p>Provide opportunities for daily physical activity.</p> <p>Continue to work in close partnership with 'WLSP' and SHARES our PE associates to increase awareness of the importance of physical activity</p>	<p>Train sports leaders Lead assemblies on importance of physical activity.</p> <p>Use of BBC Super Movers along with Wake & Shake activities into classroom sessions to encourage activity and movement.</p> <p>Use of BBC Super Movers along with Wake & Shake activities into classroom sessions to encourage activity and movement.</p> <p>Encourage use of initiatives such as the 'Daily Mile' in ALL year groups at least 3 times a week</p> <p>Continued CPD through WLSP and SHARES partnership team.</p> <p>Dissemination of relevant assessments information & resources to staff and check that it is being covered</p> <p>Develop action plan</p> <p>Purchase Resources</p>		<p>Children across the school more active on a daily basis and enjoy being active.</p> <p>Evidence also through Curriculum map PE policy Registers of Extra-curricular participation</p> <p>Evidence from photo's on school website and School's Facebook page. Feedback from questionnaire's</p>	<p>To monitor the aforementioned resources and add pupil data updates to WLSP ICT assessment system and related to all staff as and when applicable.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
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:
Expose children to weekly high quality PE and extra-curricular sporting activities/opportunities.	<p>West Lancashire Sports Partnership programme subscription. High quality specialist coaches teaching PE and extra-curricular sport. Mini-Wheelers Programme Bikeability Programme</p> <p>Outdoor play area in EYFS remodelled and landscaped to increase outside activity. This included a built in track area for scooting, wheeling and running, with different textures to support learning</p>	<p>WLSP Package</p> <p>£483 Included in WLSP Package</p> <p>£8424</p>	<p>Children develop range of overarching physical/sporting skills throughout the year as evidenced from end of term assessment data.</p> <p>Children develop confidence and competence on two wheeled vehicles (Mini-Wheelers & Bikeability)</p> <p>Development of children's muscular strength, ability to make safe and co-ordinated movements, which increases their confidence. Confidence and co-ordination in gross motor skills are essential for children in developing their fine motor skills.</p>	
Application of National Sports Awards (Eg Gold award for 2023/2024)	PE Lead to monitor and track sport across the school through data collection and questionnaires. Promote ethos to ensure that all children are active and participating in sport to meet the	None	Surveys of children's participation in sport.	<p>PE lead develops surveys across school and involves all staff in school sport.</p> <p>Continue to develop opportunities to further</p>

	Chief Medical Officer guidelines of 30 active minutes in school per day.			sporting activities.
Sports Council	Year 5 children identified to attend the sports council. Sports council to be held in school to support development of internal competition.	Ongoing.	Successful sports weeks and internal competitions.	Sports council in school to support organising and running of key sporting events.
Appropriate guided celebration assemblies used to distribute sport awards and certificates.	All staff to offer a “Star of the Week” for pupils as appropriate. Sporting achievements are also recognised and certificates distributed accordingly. Celebratory photographs are then posted on the school notice monitors, school website and school’s Facebook page. Parents and pupils are also reminded of achievements using the weekly/termly newsletter.	None.	Certificates from assemblies are sent home. Pupils take part in appropriately guided celebration assemblies over the course of the year. There is also a very popular annual whole school assembly, where one element is devoted to the overall school sporting accomplishments and capped with the presentation of the much coveted St. Matthew’s cup for sporting achievement.	No cost other than any added certificates for the annual St. Matthew’s cup presentation so easily sustainable.
Sports weeks.	Sports events to be planned in school by the sports council and sports leaders.	Ongoing	Successful sports weeks and internal competitions.	Sports council in school to support organising and running of key sporting events.

Introduction of “Champions of Character” within our PE lessons led by WLSP coaches to promote the development of specific character traits in all of our pupils.	Embed half termly “Champions of Character” themes into PE lessons.	None	Pupil questionnaire to assess childrens’ understanding of the character trait RESILIENCE and how they feel they could subsequently demonstrate these in a wider school life /context beyond PE and the sporting arena.	Promote the “Champions of Character” programme to the whole school reward system.
Increase children’s independence and character development through the WLSP schools PE programme.	Children undertake a series of team bonding sessions and lessons promoting key character values such as respect, resilience and perseverance. (eg – Team Trails)	WLSP Package	Questionnaires to gauge children’s understanding of the key character values.	Staff development will support future activities and initiatives.
Health and Well Being programme (Doctor Feelwell, Born to Move) Undertaken by WLSP specialist aimed at year 5 cohort.	All year Ks2 children will undertake a series of classroom based lessons, alongside a programme of physical activities designed to promote key values of health, wellbeing and the benefits of a healthy lifestyle choice. (Doctor Feelwell, Born to Move) Identified children with less engaging attitude to PE to participate in the Change 4 Life booklets.	WLSP programme Package	Questionnaires to gauge all children understand the key health and wellbeing values. Completion of the Change 4 Life booklets by identified children.	All staff to continue promoting the key health and wellbeing values highlighted within the Health and Well Being programme. (Doctor Feelwell and Born to Move)

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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
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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 receive high quality PE lessons from WLSP specialist coaches and trainers.	Up-skilling of staff continues through accessing weekly CPD from top quality WLSP coaches during PE lessons. Uploading of PE assessment data to the WLSP website. All teachers have access to the aforementioned website for lesson plans and videos etc.	WLSP package	Trends in assessment data across the PE curriculum. Monitoring and observations of WLSP led PE lessons by PE lead and SFOA teaching staff.	Staff to work with WLSP Specialists to continue the team teaching approach. Staff to upskill their PE subject knowledge by observing WLSP lessons and independently uploading assessment data to the WLSP website. Planning from WLSP available to staff.

Purchase of any additional resources And equipment to support staff in the teaching of high quality PE in our school	PE equipment audit. Purchase equipment in line with any additional needs	None required at present – Full audit of all store areas done	Monitoring and audit of PE resources and equipment by PE lead.	Continued evaluation of PE resources and equipment.
Lunchtime Supervisor training	Supervisor training to take place for all welfare and lunchtime staff.	WLSP Package	Monitoring and observations of lunchtime activities by SLT staff.	Continued evaluation of lunchtime resources and equipment.
Attendance of CPD courses linked to the delivery of high quality PE lessons.	Audit staff development needs across PE Curriculum and continue to implement CPD through working in partnership with our WLSP Specialists.	WLSP Package and Lancashire PE service. Dependent on courses chosen.	Questionnaires used to collect data on staff confidence and competencies across the spectrum areas of the PE curriculum.	Work with WLSP and S.H.A.R.E.S Specialists to continue the team teaching approach.
Additional PE Coordinator time to undertake observations and offer support to whole school staff.	Dependent on above.	Dependent on above.	Dependent on above.	Work with WLSP and S.H.A.R.E.S Specialists to continue the team teaching approach.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
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:		£		
Broad range of high quality activities to all pupils both within and beyond the curriculum using specialist staff.	Commission external coaches to bring expertise into school. Eg Fencing for Years 1 & 4/5/6 & Possible Soccer School	WLSP package	Pupil satisfaction questionnaires Assessment data Numbers engaged School Games Mark Accreditation	Promote more appropriate exit routes for children within their chosen sporting domains.
Introduce new activities that engage children not fully engaged in traditional PE activities.	Delivery of Fencing programme over autumn and spring term for both Keystage 1 & 2 pupils.	WL Fencing	Pupil impact and satisfaction questionnaires.	Promote appropriate exit routes for children within the community.
Delivery of Level 2 & 3 School Games Competitions delivered by WLSP.	Identify children to participate and enter into all events. Enable as many children as possible to have the opportunity to represent the school at aforementioned events.	WLSP package	Pupil satisfaction questionnaires Assessment data Numbers engaged in School Games Mark Accreditation	Continued identification throughout the academic year and ongoing staff awareness.

Delivery of Bikeability to all year 6 children by WLSP staff.	All year 6 children to gain accreditation.	WLSP package	Increased confidence and competence riding on a bike. Subsequent health benefits Pupil satisfaction questionnaires Assessment data; Numbers engaged in School Games Mark Accreditation	Ongoing programme - year on year.
Delivery of 'Mini Wheelers' to all EYFS children and those identified in year 3 & 4 by WLSP staff.	All EYFS children and those identified in year 3 and 4 children to pass course.	WLSP Package	Pupil Satisfaction questionnaires Assessment data Numbers engaged in School Games Mark Accreditation.	Ongoing programme – year on year
Inclusion, G&T and SEN events delivered to previously identified children.	Staff to assist in identifying children to participate and enter into all events. Enable a survey of all children to identify as many children as possible to have the opportunity to attend such events.	WLSP package	Increased confidence and subsequent health benefits. Pupil satisfaction questionnaires. Assessment data. Numbers engaged in School Games Mark Accreditation.	Work with WLSP specialists to continue the team teaching approach.

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			%
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:
Keeping competitive school sport at the heart of schools and provide more young people with the opportunity to compete and achieve their personal best.	Track pupils to ensure that every pupil has the opportunity represent the school in appropriate competition/ festival activities by the end of KS 2. To continue to work collaboratively with School Games Organiser and Primary Sports Associations to access opportunities.	WLSP package	Numbers engaged.	Increase numbers participating and engage and further promote community exit routes.
School Games Level 1 Competitions delivered by School Sports Specialist and staff within intra school competitions and clubs.	WLSP Specialist to deliver Level 1 competitions across the 6 areas of delivery. Timetabled programme of after school clubs run by WLSP and school staff.	WLSP package	Pupil satisfaction questionnaires Assessment data Numbers engaged in School Games Mark Accreditation	Developed sports calendar to promote sport within school. Increase numbers participating and engage and further promote community exit routes.
School Games Level 2 & 3 School Games Competitions delivered by WLSP staff and team.	Identify children to participate and enter into all events. Enable a survey of all children to identify as many children as possible to have the opportunity to attend such events.	WLSP package	Pupil satisfaction questionnaires Assessment data Numbers engaged in School Games Mark Accreditation	Promote more appropriate exit routes for children within their chosen sporting domains.

Inclusion, G & T and SEN events delivered to previously identified children.	Identify children to participate and enter into all events. Enable a survey of all children to identify as many children as possible to have the opportunity to attend such events.	WLSP package	Pupil satisfaction questionnaires Assessment data Numbers engaged in School Games Mark Accreditation	Promote more appropriate exit routes for children within their chosen sporting domains.
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Head Teacher:	Ann Naylor
Date:	07.07.23

Subject Leader:	Sharon Lamph
Date:	07.07.23
Governor:	Cath Eglin
Date:	07.07.23