

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	£10,016
Total amount allocated for 2021/22	£19498
How much (if any) do you intend to carry over from this total fund into 2022/23?	£10016
Total amount allocated for 2022/23	£19540
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£29556
Total amount allocated for 2023/24. To be spent and reported on by 31st July 2024.	£19,563

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	48%
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 2022. Please see note above	52%
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	48%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	48%

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: 18/07/2023	
<p>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</p>					Percentage of total allocation:
					36%
Intent	Implementation		Impact		Sustainability and suggested next steps:
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?:	
Continue the high levels of participation of all children to sport.	High variety of afterschool clubs for Years 1-6 offered to increase the participation of all children.	See Key indicator 2 cost – extra curricular clubs.	Afterschool clubs have been highly participated in both KS1 and KS2. There has been football, dodgeball, multisport, yoga, rounders, athletics and tennis. Autumn 1 – 75 children accessed a sports afterschool club. Autumn 2 – 72 children accessed a sports afterschool club. Spring 1 – 64 children accessed a sports afterschool club. Spring 2 – 68 children accessed a sports afterschool club. Summer 1 – 63 children accessed a sports afterschool club. Summer 2 – 62 children accessed a sports afterschool club.	Continue to offer a high range of sporting afterschool clubs. Continue to encourage more children to join afterschool clubs. Focus on groups of inactive children.	

Improve lunchtime sports provision to enable children to be active at lunchtime.	Audit sports equipment for KS1 and KS2. Replenish playground equipment. PE lead to support welfare staff to feel confident developing pupils play and encouragement to be more active during lunch times.	£4003	The children are more active during lunchtimes and we have increased physical play opportunities. SB to audit playground equipment and replenish if needed.	Continue to provide active lunch times through specialist coaches. Encourage more children to participate. Ask children what sports they would like during lunch times.
High quality specialist to deliver lessons and sports afterschool clubs, working alongside staff.	Employing LSC to teach lessons across school and sport afterschool clubs. LSC specialist staff to support school staff half termly.	See above costs	LSC specialist staff have taught high quality PE lessons Y1-6 following our progression of skills map. Specialist staff provided a variety of afterschool clubs opportunities for all children – see above.	Continue to teach high quality PE lessons across Y1-Y6. Continue to provide a variety of afterschool club opportunities for all children.
Train Y5 pupils as playground sports leaders to engage KS1 pupils in physical activity during lunch times.	South Sefton partnership to come into school to train Y5 pupils. PE lead to support playground leaders during lunchtimes.	Inclusive of South Sefton Partnership	4 xY5 children have attended sports leader training with South Sefton Partnership. Sports leaders encourage active lunchtimes, they play team games and encourage children to be physical.	Provide training through South Sefton partnership. Y5 children to apply to be playground sports leaders. Set up sports leaders again during lunchtimes.
Employ an additional member of staff in breakfast club to support physical activity before school.	Utilise playground equipment in the playground to use during breakfast club. Support staff.	£3000	Staff work on the playground during breakfast club each morning supporting physical activity. The children have more opportunities to be active during the school day. On average 30% children access breakfast club each day.	Continue to provide opportunities for exercise before the school day. Audit equipment to ensure they have quality playground equipment.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 20%
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:
Raise the profile of sport by hiring specialist to train staff and teach children in lesson and in after school clubs.	More opportunities for all abilities of children to participate in extra curricular clubs and a variety of sports in PE lessons. Plan and focus clubs on girls and least active participation to access more extracurricular clubs.	£4000 extra curricular clubs	Afterschool clubs have been highly participated in both KS1 and KS2. There has been football, dodgeball, multisport, yoga, boxercise, tennis, athletics. See data in Key Indicator 1.	Continue to raise the profile of sport across school. Promote attendance in afterschool clubs and focus on children who do not usually take part.
To engage 100% of the children in a range of sporting and healthy lifestyle activities from EYFS through to Year 6. (Intra school) Summer Term	Hold an engaging Sports week with a range of activities to encourage healthy living. Pupils develop knowledge of how they can stay healthy through healthy eating and exercise.	Nil	Danny Purvis gymnast visit was a success the children were inspired and took part in a sponsored fitness circuit. Highly successful Sports Week and Sports Days from EYFS- Y6. Linked with PSHE lead for health living week.	Liaise with PSHE lead to plan healthy living opportunities throughout next year. Research and plan another inspiring and motivating athlete visit for Sports Week next year.
Whole school approach in celebrating sports achievements in school.	Celebrating sporting achievements in and out of school in Celebration assembly and through Twitter and Class Dojo.	Nil	SB and staff have encouraged parents/children to share more sporting achievements on our school PE Twitter account. This has been a success and we will continue celebrating home achievements.	Continue to share and celebrate sporting successes from home.
To increase the amount of Year 5 pupils who can ride a bike confidently (bikeability course)	Enroll with the bikeability programme and plan sessions for Year 5 children.	Nil	Y5 children participated in the bikeability course. 65% of Y5 children achieved their Level 2 badge.	Organise with bikeability for training for next year for Y5 children.

To encourage reception pupils to be able to ride a bike (balance bike scheme)	Enroll with the balance bike programme to develop the skills of reception pupils (This will assist with their motor skills) Y6 buddies to support Reception.	Nil	All Reception children participated in balance bikeability.	Organise and provide training for Reception children next year. Plan and organise when EYFS can use school balance bikes in provision.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Percentage of total allocation:

0%

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:
Improve the quality of physical education teaching by allowing staff CPD opportunities.	Teachers will improve their CPD through observing specialist trained staff each half term. PE Lead to circulate relevant courses through South Sefton Partnership.	Inclusive of South Sefton Partnership	Staff had CPD opportunities to observe and team teach with LSC specialist support staff in Autumn and Spring. PE lead to circulate relevant courses through South Sefton partnership when they arise.	Send out staff questionnaires so CPD can be specific to each teacher.
Highlight the importance of PE, sport and healthy living across school. Encourage all pupils to aspire to be active and healthy.	Participation and achievements celebrated in whole school assemblies, Class Dojo and Twitter.	Nil	More children accessing afterschool clubs. Children are participating in active lunchtimes.	Continue to provide active lunch times through specialist coaches. Focus on specific groups of children.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

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	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	Sustainability and suggested next steps:

what they need to learn and to consolidate through practice:			changed?:	
Introduce pupils to a sport they may not be familiar with.	Inspire children through planning focus sports days 1 per term where children can experience a different sport; street dance, archery. Tri-golf led by external companies.	£1000	Years 3-6 took part in boxercise taster sessions in Spring – this was a huge success. The children have asked for further sessions or a boxercise afterschool club.	Plan unique sporting experiences next year. Through pupil voice ask the children what sports they would like to try.
Focus on engaging children who do not usually participate in sporting activities to take part in intra and inter competitions.	Continued participation in South Sefton partnership. Monitor children who participate in sporting competitions and coaching activities across South Sefton area. Encourage and support children who do not usually take part.	See below South Sefton Partnership cost	Pupils have represented our school at Sefton partnership competitions. SB and staff have focused on children who do not usually take part.	Track participation of children in extra curricular clubs and inter school competitions (girls, boys, SEND and pupil premium)
Increase the time Y4 go swimming Top up swimming lessons for Y5/6	Y4 pupils will have additional swimming lessons to ensure they are comfortable in the water In the summer term they will have a 30 min swimming session each week to ensure they meet National curriculum requirements.	£3660	Year 4 children attended swimming lessons throughout the year. Year 6 top up Swimming in Summer – 48% achieved national curriculum level.	Continue to increase the time Y4 go swimming. Top up swimming lessons for Y6.
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				20%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about	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	Sustainability and suggested next steps:

what they need to learn and to consolidate through practice:			changed?:	
To ensure school is kept abreast of sports developments within the borough and nationally	Renew membership to South Sefton sports partnership PE lead to attend network meetings	£3000	PE lead has attended the four boroughs PE CPD conference in November 2023. PE lead attended PE network meetings with South Sefton schools. PE lead shares current information with staff.	Continue to renew membership to South Sefton sports partnership. PE lead to keep up to date with sports developments within the borough and nationally.
To increase our involvement in a range of school competitions in inter-house events.	Increase involvement of inter house competitions and the variety of sports entered. Transport to sporting events.	£800	More pupils have represented our school at Sefton partnership competitions.	Continue keep track and monitor the participation in inter school competitions.
To develop a competitive spirit through intra -house sports events; netball, football, athletics, tag rugby	PE lead/ Sports coach will plot out the intra-house sports competitions for the year. They will focus on a different sport for each event. PE lead and sports coach to generate enthusiasm towards the event in the days building up to it and publicise it on social media/ class dojo.	Nil	Inter-house events are providing opportunities each half term for pupils to compete. Autumn 1 the children participated in Interhouse Handball. Autumn 2 the children participated in Interhouse Dodgeball. Spring 1 the children participated in Interhouse Dance. Spring 2 the children participated in Interhouse Volleyball. Summer 1 the children participated in Interhouse Athletics.	The profile of PE in school is raised and pupil participation increased. Continue to organise inter-house events every half term.

Bootle and district football league School football team to participate in inter-schools Bootle and district football association league.	Pupils will be invited to participate in trials to become part of the Springwell football team.	£100	Our Y5/6 football team will continue to represent our school in the inter-schools Bootle football. High success and participation from the team.	Continue to organise Bootle district football league. Plan for younger children to join our school football team as Y6 transition to secondary school.
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Head Teacher:	
Date:	
Subject Leader:	<i>S.Blundell</i>
Date:	
Governor:	
Date:	