

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	£1200
Total amount allocated for 2021/22	£20373
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19,273.00
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 19,273.00

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	100%
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	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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: £19,273.00		Date Updated: July 2023	
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					
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:	
All children leave EYFS being physically literate with a good level of development for physical activity.		Audit and Replenishment of outdoor resources in the EYFS & KS1 outdoor classroom. Trikes/ bikes most in deficit- 2 trikes, 2 tandem chariots & 2 tuk-tuk ordered. Paint rollers, stepping stones, tyres replenished. Play sand for large scale sand play, tuff trays to allow for further outdoor learning.		£948.28	
To continue to maximise the time children are being physically active through creative delivery of other curriculum. Children are physically active in otherwise usual sedentary lessons.		-Use 'Head to Toe' project as a blue print. -Audit by subject leaders of resources and opportunities for active lessons to be planned. -teachers continue to plan for regular opportunities for children to go outside in their learning in a physically active way -invest in resources to allow for the delivery of physically active learning		£350	
				Evidence of impact: what do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Continue to audit resources Continue to monitor impact	
				-roll out Head to Toe resources by SG and JG -increased coverage in class dojo/ website	

			-professional conversations to monitor impact physically active learning is having on learning - between movement and being physically active in lessons and 'sticky knowledge'.	
To increase the time spent being physically active during lunch time play	-Dancify Zumba at lunch time play for all children to participate in 1x per week -AFC Fylde to provide lunch time activities 3 x per week	£245 £1402.50	-Children who don't normally engage in lunchtime clubs participated in the playground Zumba sessions -Children being physically active during lunch time -wider opportunities offered, eg Zumba, archery, speedstacking which led to increased number of children being physically active at lunchtimes	-speak with PE ambassadors to gain pupil voice -monitor participations of pupils (are there any groups not participating as much as they could?)
All children have access to fresh water throughout the day, especially as we aim to increase the amount of physical activity for children	-provide all children with a school water bottle	£272.53	-all children have water bottles -children have access to and drink more water throughout the day	-children have access to and drink more water throughout the day -continue next year. Look at buying just the bottle tops rather than replacing the whole bottle to be more sustainable
Children independently choose to be physically active during play times.	-set up play time boxes with a wide variety of equipment in for children to choose from at playtimes.	£183.98	-children independently access equipment -increased physical activity at playtimes.	-look to restart playground leaders -replenishment of equipment
Children have access to music outdoors to freely dance	-buy speakers	£158.30	-music available at playtimes for children to dance to -stage area set up in EYFS for children to dance on -very popular area of provision!	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
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:
Physical Education is taught in line with other curriculum subjects.	<ul style="list-style-type: none"> -use structure of other subjects as a blueprint, eg, key vocab, recall of prior knowledge -deliver staff meeting to share expectations of the PE lesson -set up a whiteboard with lesson components for staff to use in lessons 	£123.25	<ul style="list-style-type: none"> -PE lessons are now delivered in line with other subjects- observed during lesson observations by KW -pupils are accessing 2x high quality PE lessons each week -staff subject knowledge has increased due to breakdown of lesson components 	KW to continue to monitor through professional conversation and observations
Implementation of Forest Schools across EYFS, KS1 and KS2 as a vehicle to increase physical activity and mental health and well-being of pupils.	<ul style="list-style-type: none"> -KW to complete forest school training with a view to be embedded across EYFS -Include Forest Schools on the weekly timetable for all classes. CA to be supported in the delivery of FS. 	£850	<ul style="list-style-type: none"> -all classes are timetabled to have weekly 1.5hr forest school sessions. -EYFS access forest schools at least 3 times a week. -children are physically active during this time -wellbeing of children has improved-as noted through parental views/ ELSA sessions 	<ul style="list-style-type: none"> -ensure forest school continues to be embedded in the weekly timetable -look to keep staff CPD up to date
Children have a deep understanding of the importance of keeping themselves both physically active and have strategies to improve their mental well-being	<ul style="list-style-type: none"> -Health and well-being week. -inspirations visitors, wide range of activities, healthy heads, healthy cooking, resilience, little yogis 	£500 £450 (wheelchair basketball & assembly)	Children learnt a number of strategies to improve their wellbeing which they use in different situations. Children experienced a variety of sporting and physical activities	Look at how this can be adapted for next year/ future years
Rowling class use physical education as a tool for increased resilience, co-operation and behavior	<ul style="list-style-type: none"> -use the expertise of Lee Cadwallader to plan bespoke lessons to develop pupils in years 3/4 -CA to work alongside LC -particular focus on disadvantaged pupils 	£350	<ul style="list-style-type: none"> -increased resilience shown in many pupils -CA developed a number of strategies to use with pupils -Physical activity was seen as a strategy to cope with a variety of feelings and emotions 	- continue to assess needs of pupils, especially those in identified groups eg pupil premium.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

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:
PE Coordinator is informed about current practice & has the chance to liaise with colleagues.	PE Co-ordinator to attend the Wyre & Fylde Conference PE Co-ordinator to attend the Lancashire PE conference	£250	-KW & AG attended- increased subject knowledge -feedback given to teaching staff -up to date knowledge about PE premium and current issues in PE -chance to liaise with colleagues	-
Lancashire PE passport app is used to support planning and assessment of the PE curriculum.	-KW to attend drop in sessions for the app -dedicate staff meeting time for discussions about using the app -annual subscriptions	£450	-PE passport is being effectively used across all key stages	-continue to use
Teachers feel confident in their subject knowledge to deliver high quality PE lessons.	-staff self-evaluate their own subject knowledge and identify areas for development -carefully plan CPD sessions to meet the needs of staff -Differentiation in PE (all staff) -Using the PE passport and delivering the PE scheme of work (all staff) -getting to grips with PE at KS1	£100 £350 £100	-increased subject knowledge by all staff -improved quality of teaching	-continue to monitor and assess

	(JB) -delivering the KS2 curriculum & meeting the needs of your pupils (JG) KS2 netball (JG)	£150		
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
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:
Following on from Pupil Voice, include Hockey in the curriculum for Morpurgo class.	-signpost staff to England Hockey for support with subject knowledge and planning -buy hockey equipment (quicksticks) -buy mouth guards for all of Morpurgo class who don't provide their own.	£293 £12	-hockey is now a part of the PE curriculum -children have the opportunity to take part in curriculum hockey and a chance to develop skills -improved understanding of the sport in sports partnership competition.	-CPD fir JG -signposting children to grassroots
All children participate in extra-curricular activities	-plan a yearly overview of extra-curricular clubs using pupil voice as a guide -mixture of traditional and alternative sports -monitor groups of children attending	£7012.50	New and exciting extra-curricular clubs were offered. Good uptake from target groups; this still needs to be a priority next year. Pupil voice ensured that participation in clubs was good.	-Continue to offer a wide range of extra-curricular clubs. -Continue to target pupil premium & less active children -Look into running SEN club for the local cluster

To ensure all children can swim 25m by the end of Year 6 and can complete water survival skills competencies.	<ul style="list-style-type: none"> -asses all KS2 children against curriculum standards -offer intensive catch up lessons for those KS2 children not meeting requirements -offer water safety lessons to all children in Morpurgo class 	£650	<ul style="list-style-type: none"> -all year 6 pupils achieved the required standards -children identified to continue with catch up lessons when our allotted time comes up again -lowering the year group children start swimming to year 1 & 2 has meant that children are able to swim at a younger age. 	-continue with high quality lessons
Cricket coaching provided by Fylde Coast Cricket Coaching Ltd	<ul style="list-style-type: none"> -Children have the opportunity to take part in cricket sessions delivered by expert -staff CPD in cricket to enable them to deliver their own sessions with a deeper understanding & knowledge - greater number of pupils being sign posted to grassroots sessions (Chance to Shine at Kirkham CC) leading to a larger number of children being physical active outside of school 	£657	<ul style="list-style-type: none"> -Coaching sessions to develop the children's skills and increase CPD of staff in cricket and throwing and catching skills -through partnership with Lancashire Cricket Foundation, they have expressed an interest in us becoming a Chance to Shine Center through the success of the sessions. We would be able to offer bursaries and feed into the local cricket club. 	<ul style="list-style-type: none"> -TA to lead/ support future cricket sessions -Continue to foster relationships with Kirkham CC to signpost children -work closely with Lancashire cricket foundation to work towards setting up center.
Year 6 pupils have the chance to work with a dance specialist to develop a leaver's dance.	<ul style="list-style-type: none"> -book in Blue Moose Dance teacher to deliver a day of dance to year 6 children 	£350	<ul style="list-style-type: none"> -year 6 children enjoyed working with a dance teacher to choreograph a dance. -Children took ownership of the dance and went a step further to change the lyrics to the song they had chosen! -all children engaged -the dance was recorded and shown to parents during the leavers assembly. 	-Re- book

To use dance as a vehicle to link movement to curricular learning in history/ geography or science.	-staff to work alongside specialist dance teachers to link dance with their current learning	£1800	-increased 'sticky learning' reported by teachers -children using vocabulary within dance lessons -children applying knowledge learnt during dance lessons in the classroom -increased staff knowledge.	Staff work with dance teachers to plan their own unit of work.
Children to 'kick start' their OAA unit of work with a visit from North West Outdoor Education. Staff have experience of team teaching high quality OAA lessons.	-staff to work along side specialists -staff use Lancashire PE passport to support further teaching of OAA lessons	£300	-increased staff knowledge -pupils enthused and engaged with OAA	-look at getting permanent OAA resources put up on the school site
Teachers have quality equipment and resources in order to be able to deliver high quality physical activity lessons meeting the requirements of the national curriculum.	Audit and replenishment of resources	£773.71	-teachers have been able to deliver the national curriculum for PE -children use age appropriate and ability appropriate resources to meet their individual needs	-continue to audit & replenish
Extra-curricular clubs are supported by teaching assistants to ensure there is the opportunity for differentiation and support within the sessions.	-Support staff to attend afterschool clubs -support staff to differentiate within the sessions	£11 p/h £1584	-highest number of pupils transitioning into grassroot clubs. -high number of pupils participating in extra-curricular activities from across all key stages.	

Key indicator 5: Increased participation in competitive sport

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 have the opportunity to participate in a wide range of sporting competitions	Gold Level SLA with Carr Hill High School	£395	We have entered many competitions and festivals throughout the year, both traditional and non-traditional sports. 96% of KS2 children and a number of KS1 children have represented school at a sporting event.	-Continue to attend as many competitions as possible -continue to sign post pupils to help transition into sporting clubs.
Ensure all children have the opportunity to participate in competitive sport across a wide range of activities.	Enter additional competitions through the Wyre and Fylde sports partnership offer	£350 £50 per additional competition	-a wide variety of sporting events have been entered. -giving pupils every opportunity to be inspired and to have a lifelong engagement in sport, physical activity and healthy lifestyle.	-Continue to attend as many competitions as possible -continue to sign post pupils to help transition into sporting clubs.
All children participate and experience a competitive sports day	-work with AFC Fylde to hold annual sports day Medals, certificates, trophies, wristbands	£100 £91	-All children participated in athletics competition -links to the Commonwealth Games were made - parents commented on how much they enjoyed the structure of the sport day	-ask for parental consent -listen to pupil voice

Children are able to enter a wealth of sporting opportunities through continued use of the Scout minibus.	-continue to pay for maintenance costs of the hire of the minibus	£573.20	-children have been able to enter many sporting events this year	
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Acting Head Teacher:	K. Wyke
Date:	24.7.23
Subject Leader:	K. Wyke
Date:	24.7.23
Governor:	G Lawrenson
Date:	25.7.23