

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 | £0 |
| Total amount allocated for 2021/22 | £17740 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £0 |
| Total amount allocated for 2022/23 | £17718 |
| Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023. | £ 17718 |

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 | 68% |
| 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 | 50% |
| 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: | 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: 13% |
| 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: |
| To ensure all children are in engaged in 30 minutes of physical activity per day. | Primary School Sports Coaching have trained Year 5 children up to be play leaders. They run a variety of physical activities working with all year groups. This means that play leaders can happen every lunch time and not just when PSC are on site. | £2,328 | Pupils have developed leadership skills and developed confidence and communication skills. Younger children have enjoyed the playleaders and have engaged well with the activities. | Prestige Coaching will continue to oversea the running of playleaders. This will also give them scope to run some lunchtime clubs. |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: 16% |
| 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: |

| | | | | |
|--|--|-------|---|--|
| Staff highlighted that teaching dance was an area they lacked confidence with. Staff through CPD to develop confidence and skills to teach dance effectively. | LK – a dance specialist worked with each class on a unit of work. The team teach model was used so staff feel supported and gained confidence in teaching dance. | £2100 | Children enjoyed a dance unit linked to an area of the curriculum they were studying. Teachers gained planning, confidence and skills to be able to deliver dance independently. Teachers team taught with the dance specialist and then during their last session, video recordings were used to demonstrate the impact the CPD had on the teaching of dance. The PE lead monitoring the videos and gave the staff feedback. | Staff to use planning to deliver dance sessions. |
| To improve the resources and delivery of orienteering. | Bought into scheme called 'Cross curricular orienteering.' | £400 | Orienteering resources used in PE and forest school sessions. Orienteering has been added to summer long term plan. | To hold an orienteering event where local schools are invited to attend. |
| To improve the variety of PE equipment. | We bought into a 6 week CPD block of Tri golf and a bag of equipment. | £290 | Children had participated in tri golf during sports week and loved it. We now have our own equipment that can be used during PE sessions and lunchtime clubs. | Look to set up a tri golf after school club. |


| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|--|--------------------|--|--|
| | | | | 56% |
| 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 | 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: |

| consolidate through practice: | | | | |
|---|---|--------------------|---|--|
| To continue to increase the confidence, knowledge and skills of all staff in teaching of Invasion Games. | This year we have used Primary Sport coaching. This has provided the staff with the opportunity to learn from a specialist. The staff members observed the session and then with support from the coach, team teach leading to taking a lead in delivering the session. | £10,000 | <p>PE sessions always happen.</p> <p>Regular level 1 competitions have taken place</p> <p>Children have learnt from small sided games and suggested ways to make improvements as individuals as a team.</p> <p>Long term plans have been linked to calendar on Level 2 competitions so children feel prepared to compete.</p> <p>Pupil voice tell us that Children enjoy PE sessions at St Philips' but would like to do a block on football.</p> | <p>Change provider from PSC to Prestige Sports.</p> <p>Planning to be shared in advance so class teacher can be more prepared for the lesson.</p> <p>Long term plan to be adapted to insert a block of football.</p> |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 11% |
| 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: |

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|--|--|-------|--|---|
| Additional achievements: Deliver a high quality and engaging sports enrichment week | During sports week children have engaged with a variety of events such a scootering, climbing wall, tennis, golf, etc Local clubs were invited in to deliver sessions to the children. | £2000 | Children tried a variety of sports including: dance, yoga, trampolining, tri-golf, skate boarding, netball, orienteering and Lacrosse. Where possible, we used local clubs so they could invite and encourage the children to take up a new sport in their local community. | To improve our wider curriculum further with Prestige and staff offering clubs. Look to join local football leagues. Continue to access competitions and friendlies with local schools, shape alliance and local clubs. |
| Football clubs have been set up | Girls' Football club has been a massive suggest with 20 girls regularly attending. The team have been involved in many tournaments throughout the year. Boys football club and Gymnastics club takes place at lunch time. | | Football have experience playing in level 2 competitions against other schools. This has increased their confidence, team work and cooperation. Participation is girl's football has increased in the school. Girls are playing football at break and lunch and are provided with their own space and equipment to develop. | |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|---------------------------|---------|-----------------------------|---------------------------------|
| | | | | 45% |
| Intent | Implementation | | Impact | |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |

| what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | achieve are linked to your intentions: | allocated: | pupils now know and what can they now do? What has changed?: | next steps: |
|---|---|---|---|--|
| Enter a variety of level 2 competitions. | We have been involved with Shape alliance and have attended 6 level 2 competitions. | £500 – Shape Alliance £100 – Stockport County/ Macclesfield Town entry fees. | We attended and gained first place in the 5/6 hockey competition. We attended and gained first place in the Gymnastics competition. We have also participated in an athletics event, football, dodgeball and World Cup event. | Look to join local football leagues. Continue to access competitions and friendlies with local schools, shape alliance and local clubs. |

| Signed off by | |
|-----------------|--|
| Head Teacher: | Ms E Cahill  |
| Date: | 17.07.23 |
| Subject Leader: | Mrs J Church |
| Date: | 17.07.23 |
| Governor: | Mrs E Donegan |
| Date: | 20.07.23 |