

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. 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	£17180
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17130
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£17130

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	95%
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	95%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	90%
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?	No

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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:
Engage younger chd in focused physical activity during non-curriculum time		Training of Y5 children as Young Leaders to run activities for KS1 children at break times		£200 training £500 resources £200 storage	Y5 children can run engaging 20 sessions of physical activity KS1 entertained and kept active during breaks		Continue to train future Y5 chd for 2023-24
Ensure that children have the opportunity to exercise frequently, building cardiovascular and muscular endurance.		Install daily mile track and ensure that children are taught to use it effectively. 10mins x3times a week on track for each class		£0	Track has been installed Records of how far each class has run each week in class windows		Consider running club
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:

Raise the profile of inter-school sports	Became a member of the Lune Valley Small Schools Coordinators groups (LVSSCo) Engaged in regular inter-school events within the LVSSCo	£600	Children are more motivated by a range of high quality competitions Inspired new clubs after school (eg Netball)	Continue to hold membership of LVSSCo
Provide training for teaching staff to develop quality sports teaching	Bought-in coach to run six sessions alongside KS1 teacher	Within partnership	KS1 teacher further trained to adapt more readily from our Scheme of Work	Use coaching on offer to support two further members of staff in the coming year
Variety of visitors/clubs in school to demonstrate success and wellbeing can come from sports	Invite visitors and club coaches in to speak to children about benefits of exercise and clubs (fencing, judo, archery, cricket, rugby)	£0	Children enthused by sports with greater take up of sports clubs	Increase number of children taking part in OOSH clubs

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
Ensure that a robust and rigorous assessment system is embedded within the school so that children's progress can be monitored.	Use the tracking tool on the PE App. Subject lead to work with teachers on accuracy of judgements, quality assuring the assessments made of the children. Subject lead to adapt future units based on the skills that the children need to develop.	Assessment and Tracking Systems PE app- £700	Assessment and tracking of PE is in its infancy. However, initial assessments have been moderated and deemed to be accurate. Units are being frequently adapted based on the needs of each cohort.	This needs to be embedded further so that it becomes a part of every lesson. Teacher confidence needs to be built so that they can take ownership of adapting their own units of work.
Commitment to staff training to ensure effective pupil progression Secure curriculum mapping to ensure pupils access a wide variety of sports and skills	Map of activities linked to key events for seasonal sports Subject leaders providing peer support Subject lead to also work with teachers to ensure that quality first teaching is achieved. Membership of the Lancaster and Heysham Schools Sport Network Membership of the Carnforth and	£1200 £1595	More effective coverage of different sports Pupils develop a greater breadth of skills	Review current practice for future improvements Train support staff in greater depth

	Rural District Sports Network			
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:
	Handball, badminton, tennis, handballs and dodgeball equipment purchased Netball rings to replace broken ones	£550	8-10 Yr5/6 now regularly play netball at lunch	
Commitment to after school varied clubs (staff and bought in clubs) All children welcome to club,	Funding ensures that additional sports clubs run. These are fully inclusive regardless of background Judo, archery & fencing	£4250	51 pupils = 42% attending current after school sports activities of swimming and football	Continue to provide a wide variety of sporting activities that engage large numbers of pupils
KS1 children included in some clubs	Invited to football club	£100	Younger children encouraged into sport and health earlier for lasting benefits	Map out the sports offer we give at Wilson's
To subsidise OAA activities across the school so that children can experience a broad range of activities.	Book Big Adventure for Year R to Y6 activities subsidise trip by up to £20 a head	£1320	Children enjoy the trips Children to experience team building and problem solving in a different environment to build resilience	Continue to offer experiences as a part of the school "offer"
Ensure that gifted and talented pupils are highlighted and have the opportunity to attend clubs out of school which will extend their learning.	Highlight gifted and talented children in PE and Sport - Engage with local clubs and parents to create a partnership - Support some parents with finance for the clubs where this could be a barrier.	None as yet		Aim to highlight more talent across school who can be signposted to the correct provider.
Broad range of experiences for younger children	Forest school activities for Reception children – led by MM Outdoor equipment inc shed	£1140 £1180	KS1 children have loved outdoor activities, gaining confidence in themselves and taking more calculated risks in life.	
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:
Aim to regain a Silver Your School Games award	Analysis of which areas need more work – (sports leaders)	£2000	At least 50% of KS2 pupils involved in inter school sports over the academic year.	Maintain established improvements
Commitment to engage in at least ½ termly inter school and inter house sport competitions. All children compete in sports day	Offering meaningful and accessible competitions for all children	£0	At least 75% of KS2 pupils involved in inter school sports over the academic year. All pupils compete in school's summer sports	Consider developing more inter house and inter school competitions for KS1
Ensure that all pupils participate in level one competition during PE Lessons.	Ensure that level one competitions are built into the sequence of learning. - Initially work on the pupil's skill development so that they are proficient in using skills in isolation and in combination.	£0	Level one competitions have been introduced at the end of each unit of learning. KS2 children have participated in level one competitions at lunchtime, such as dodgeball and football.	Continue to offer level one competitions in PE lessons and increase the opportunities for these during lunch times.
Increase the breadth of opportunities for the pupils to participate in level 2 competitions against other schools.	Attend rounders, host cricket, cross country, athletics and football tournaments with local schools	£1500 (coach costs)	Increase the number of KS2 children have competed in the lvl 2 competitions	

Signed off by	
Head Teacher:	D Newiss
Date:	18.7.23
Subject Leader:	J Lindsay
Date:	18.7.23
Governor:	Blake Prince
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