

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 allocated for 2021/22	£18,110.00
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£18,110.00
How much (if any) do you intend to carry over from this total fund into 2023/24?	£1540.72

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	2021/22 – Yes
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. (26 out of 35)	74%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? (24 out of 35)	69%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? (Jump in deep water and get out without support)	94%
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?	<u>Yes/No</u>

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:	
			27%	
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:
<ul style="list-style-type: none"> 2 hours quality PE lessons Daily mile/Active 60 seconds Look for opportunities for children to be active through other areas of the curriculum Enhanced member of SHAPES Swimming lessons for Year 6 and Year 4 during curriculum time Enhance quality of PE lessons 	<ul style="list-style-type: none"> Ensure 2 hours of allocated PE per week on school timetable. Promote physical activity, outside of PE lessons, especially in transition times. Active maths resource and share good practice of activity through other curriculum areas. Increase of level 2 competition (Inter-school competition) As many children as possible can safe self-rescue and can swim 25m+ confidently by the end of KS2 GetSet4PE scheme purchased 	<ul style="list-style-type: none"> £0 £0 £575 £749 £3048 £550 	<ul style="list-style-type: none"> High quality skill-based PE curriculum resulting in more competent and confident pupils. Children taking part in daily mile 3+ times per week. 72% SEN said they were either active or very active and attended 1 club either within or outside of school. 70% FSM said they were either active or very active and attended 1 club either within or outside of school. 92% FSM reported that they knew what a healthy balanced diet was. Membership will enhance and improve all indicators due to range of coverage including CPD, festivals, competition and subject leader networking opportunities. (Retained Platinum games mark) 100% of staff find GetSet4PE extremely easy to use. 	<ul style="list-style-type: none"> Ensure that PE continues to be supported and timetabled for all classes. Introduce school leaderboard for challenge/encouragement. Each class be given slot in hall for active maths. Deliver CPD to staff based on network meetings. Top up swimming lessons may be required for 2023 Y6 Cohort as missed swimming in Y4 with COVID. Utilise online tools available to enhance assessment.

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* Understanding of a healthy balanced diet.	PSHE curriculum has a physical health and mental wellbeing strand on top of science curriculum which works on the body and how it is kept healthy! Athlete event in school linked to health and fitness.	£0	More confidence from staff in delivering lessons. 91% of children in KS2 report they understand what a healthy balanced diet. 90% of children said they felt they were either active or very active and attended at least 1 club after school or outside of school.	Maintain areas of PSHE and Science curriculums to enhance knowledge of healthy balanced lifestyle.
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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:
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:
<ul style="list-style-type: none"> Active 60 minutes – use active schools heat maps to achieve 30 minutes during the school day. Opportunities for focused physical activity planned into the timetable. Regular celebration of sports participation, achievement and involvement both in and outside of school day in assemblies, on website, PE notice board and on twitter. Keep data levels up to show our Platinum Games Mark. 	<p>Speak to staff on 60 active minutes. Use heatmap to increase level of physical activity.</p> <p>Share achievements with pupils in assemblies and take photographs of pupils for noticeboard (internal and external of school)</p>	<p>£0</p> <p>£0</p> <p>£0</p> <p>£0</p>	<p>Kept Platinum award</p>	<p>Get each class to complete heat maps for activity.</p> <p>Use of PE twitter to advertise achievement and involvement in sport.</p> <p>New ‘Hall of Fame’ display to recognise outstanding sporting achievement and success.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				58%
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:
<ul style="list-style-type: none"> PE apprentice to deliver PE alongside staff. Borough wide CPD opportunities offered out to staff Improve quality of PE lessons 	<p>Subject specialist employed to assist with PE across key stages and ensure a high quality of provision in every class.</p> <p>Special needs provision allocated on the timetable.</p> <p>Class teachers in attendance during PE lessons.</p> <p>PE lead to attend network days. CPD offered out to staff.</p> <p>Replenishment of equipment brought in to support staff in delivering new scheme of work 'GetSet4PE'</p>	<p>£9662.64</p> <p>As above</p> <p>£0</p> <p>£784.39</p>	<p>Expertise passed on to staff and planning on staff drive online. 80% of school staff said they feel confident or extremely confident in delivering PE.</p> <p>Co-coaching model used to look at teaching and learning of PE.</p> <p>100% of staff surveyed said they feel either comfortable in their subject knowledge and enjoyed teaching PE.</p>	<p>Plan to purchase a St Helens SHAPES package each year to ensure access to network meetings, staff CPD and sharing of resources. Will help to enable a high quality PE curriculum.</p> <p>GetSet4PE package to be fully implemented and purchased with early pre order for next year/possible 3-year subscription.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
<ul style="list-style-type: none"> A range of extra-curricular clubs offered to children, catering to all needs – football, rugby, hockey, gymnastics, dance, fencing, judo, new-age kurling, boccia, tennis and multi-skills. Additional achievements: 	Ensure a range of clubs are offered to children, tying in with both the curriculum and Level 2 competition.	£0 (Children cover cost of externally run clubs)		Responding to pupil and parent feedback, 22-23 offer to be in line with requests from parents.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				8%
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:
<ul style="list-style-type: none"> • Half-termly intra/inter-school competitions • Engagement in St Helens – enhanced provision offer. • Sports Day/Sport relief days to enhance further competition and fundraising for sport. • Involved in virtual activity/school football week and monster week • Encourage children to challenge themselves through ‘My Personal Best’ programme. • Introduction of girl’s football programme in school. <p>* Increase childrens participation in local area sports</p>	<p>Half termly intra-school competition planned into PE calendar.</p> <p>Register each term for level 2 competitions</p> <p>Arrange transport to and from events</p> <p>Organise sporting days to enhance competition within the school environment</p> <p>Players from Rugby league world cup attended school to speak to children and inspire to play.</p>	<p>Included in enhanced SHAPES</p> <p>36 competitions £1490</p>	<p>Winners of Y4 and Y6 football competition.</p> <p>Winners of Year 4 dodgeball and St Helens representative at Merseyside games.</p>	<p>Number of competitions entered rising as a result of SHAPES partnership. Children afforded the opportunity to compete at high level.</p>

Signed off by	
Head Teacher:	S.Bond
Date:	
Subject Leader:	G.Ellison
Date:	
Governor:	C.Johnson
Date:	