

# 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 31<sup>st</sup> 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	£17380
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17440
Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023.	£ 17440

## Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p><b>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</b></p>	<p>100% of Year 6 children met the national curriculum requirements for swimming.</p> <p>85% of Year 5 children met te requirements.</p>
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</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.</p> <p>Please see note above</p>	100%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	100%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	100%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	Yes

	Year 5 swam for two terms Year 3 and 4 swam for 1 term
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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:	
<b>Key indicator 1:</b> 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:
					22%
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:
Walk/run on track at least twice weekly in week and at all playtimes (including winter as track is all weather). Specialist coaches to lead games activities at lunchtime for children of all ages, to increase physical activity. Year 6 play leaders to work with younger children to increase physical activity. • Walking/cycling to school initiative to encourage All children to use track at least twice a week and have the opportunity to use the track and trim trail at breaktimes and lunchtime. Walking /cycling to school initiative	Classes timetabled at lunchtimes to tie in with lunch rota. New equipment purchased to use in lunchtime sessions. Purchase of new shed to store lunchtime and curriculum PE equipment. Class data collected as part of Eco Schools Green Flag	£3880		100% children use track in curriculum time and all children use the track and trail in lunch and breaktimes 65% children regularly take part in lunchtime sessions led by coaches Most children using new lunchtime equipment. PE shed purchased and equipment stored in it Number of children walking to school has Positive feedback from lunchtime staff. To continue next year. Need to appoint Y6 monitors to keep shed tidy. Equipment to be replaced as and when needed.	Successful, so need to continue. 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. Created by: Supported by: children to walk/cycle where possible. To store PE equipment outdoors in new shed to allow easier access to it.
<b>Key indicator 2:</b> 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:
Raise profile of sports by inviting children to share their achievements inside and outside school through assemblies, school blogsite and new display boards. To develop the health and well being of all children and staff through physical and emotional development in PE. • To develop a sense of pride in their own achievements and attitudes of sportsmanship and team spirit.	<ul style="list-style-type: none"> <li>• Best Efforts Assembly to include Sports achievements. Weeton blogsite to include a section on Sport to celebrate school competitions and events.</li> <li>• New display boards to display achievements in and out of school.</li> <li>• To develop resilience, self confidence and independence through problem solving and imaginative activities in the outdoors. Continue to develop wild area and platform areas.</li> <li>• Repeat new style Sports Day with competitive races alongside team games. Purchase of equipment and medals.</li> </ul>	£2800	Blogsite shows match reports and photos/ commentary of sporting events. Photographs in PE Achievements file enjoyed by all children. Children using new display boards. Consistent increased attendance on Forest School days, Forest School blogsite photos and comments demonstrate the enthusiasm for these activities. Children are starting to work more effectively in teams. Successful new sports day format received positive feedback from staff, children and parents.	Continue to use the blogsite sports pages and encourage children to do so. To intro Sports Achievement board and use. Continue Forest school days for all classes, one and a half days per class every half term Sports Day to take place in summer term, class based.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				26%
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 continue to ensure PE lead is confident and skilled in their role. To support Year 1 staff with Baseline Assessment To support new staff in teaching PE New boards to display progression in different basic skills and techniques in EYFS, KS1 and KS2 To continue to liaise with partner high	Attend training for effective leadership. New lead to work with High School partner teacher with expertise in PE to develop baseline assessment materials. Release of co ordinator to support KS1 Staff in applying new assessment materials Release of co ordinator to support	£4500	PE lead growing in confidence and has a clear vision going forwards. Pupils in Year 1 assessed in basic movement skills. New staff more confident to deliver PE New long term and short term electronic plans developed and introduced to all staff, starting to develop progression in	PE lead to continue to professional development through courses. All staff to use electronic plans to support learning next year and record progression through the use of assessment materials. Basic movement skills assessment to

school PE teacher to develop assessment materials and enable the planning of effective PE lessons throughout the school	new Staff in teaching of PE Purchase of boards.		basic movement skills. All teachers and children to refer to boards to use as a planning and teaching tool.	follow pupils through school ( Year 1) Assessment app to be introduced to other year groups. Board developed and updated.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 37%
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:
Through AFC Fylde after school packages and use of external providers children are offered a diverse range of sports such as football, netball, rounders, cricket, athletics, tag rugby, dodgeball, handball, trigolf,dance and many more. Individual coaches employed to offer enrichment sports such as judo and fencing and archery. External providers to offer enrichment activities in and out of school of kayaking, cricket and Aikido. Children take part in lunchtime sporting activities, led by qualified coaches. To continue to provide children with opportunities to problem solve in the outdoors	Emphasis on participation in Festivals and competitions. Children targeted so that all children in KS2 have an opportunity to take part in a Festival or competition. Buy AFC Fylde lunchtime physical activity programme which provides 2 coaches daily to organise sporting activities. An emphasis is put on to developing sportsmanship and encouraging children to play known sports with growing independence, avoiding disputes Judo, archery and fencing led by qualified coaches for all KS2 children .	£6500	Children experience more sports. Over 70% of Y1-6 (up to March 2022) children attended at least one out of school sports club in 2018-19. 100% of yrs 5 and 6 children who wanted to, represent their school and feel proud, regardless of their achievement. Improvement in behaviour of children at lunchtimes. Evidence at breaktimes that children can manage team games more independently. Effective use of Year 6 play leaders. Increased enthusiasm for all sports within school with an increasing number of children taking up new sports outside school. Forest School blogsite photos and comments demonstrate the enthusiasm for	To continue to buy into Carr Hill /AFC packages. Tailor choice of sports based on feedback from teachers. Continue to buy into AFC Fylde package. To continue using Y5/Y6 monitors and team leaders to enable independent games sessions at breaktimes. To continue to offer these sports next year To introduce basketball . Half termly Forest School sessions for each class ( one and a half days per half term) timetabled with qualified staff.

			these activities. Weeton Forest School has won a number of awards including Lancashire Education Award, Woodland Trust Bronze and Silver awards and Green Flag status for work on environmental issues.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10%
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 increase participation in competition to 100% for KS2 children in a variety of sports. To develop a sense of pride in their own achievements and attitudes of sportsmanship and team spirit.	Entry in Carr Hill Competition package. Organisation of mini bus to attend as many events as possible.	£1800	Experience of competing against and alongside other schools. Sense of pride and opportunity to showcase sporting events in school assemblies. Children have joined sports clubs (football, swimming clubs etc) outside school.	To continue to enter as many tournaments and competitions as possible and encourage participation in sports clubs outside school.



Signed off by	
Head Teacher:	Anthony Goth
Date:	1 July 2023
Subject Leader:	Aimee Holding
Date:	1 July 2023
Governor:	Mr A Young
Date:	1 July 2023