

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 carried over from 2021/22	£0
Total amount allocated for 2022/23	£16,550.01
How much (if any) do you intend to carry over from this total fund into 2023/24?	£437.79
Total amount allocated for 2022/23	£16,550.01
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 16,112.22

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>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</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>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.</p> <p>Please see note above</p>	73%
<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>	73%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	86%
<p>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?</p>	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: 23.6.23	
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:
					73%
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:
1. To raise levels of daily activity throughout all the curriculum subjects. 2. To encourage children to be active at break and lunch times. To fund lunch time activities to remove parental transport/child pick up as a barrier to accessing clubs. 3. To fund after school activities from external providers in order to remove cost as a barrier to participation. To engage all children in extracurricular clubs.	1. Continue with Active Maths subscriptions as part of the academy trust. We have received training regarding the recommended 60 active minutes from Youth Sport Trust & Vale Royal School Sport Partnership. The training has included sharing best practice in the active school's agenda through local case studies. We will use the Active School Planner to create Heatmaps covering all classes. Our school has engaged in Vale Royal School Sport Partnership Subject Leaders Active Schools Development Group in order to develop actions for the areas identified by our Active School Planner Heat Maps. We use Go Noodle and other apps to provide children with a fun way to be active, to provide active breaks across	£12,090 Afterschool and lunchtime clubs	1. The patterns of behaviour demonstrated by the heatmaps show that teachers are trying to plan physical activity into lesson plans. The Active Maths sessions are used regularly by all teachers to consolidate and extend learning. Ready set ride resources are being used by EYFS and Y1. Pupils enjoy using the daily mile track as a brain/sensory break and/or as time to physically be active whilst discussing or working on a concept from a session. Children have also set themselves personal best challenges. 2. Change for life is being run by 2 pupils on a Tuesday break time,		CPD for all staff to support ideas of how physical activity can be incorporated into the new Literacy Counts framework that our English curriculum is based around. Add pupil data collection via kobocca to the school diary for next academic year start and end, in order to collect accurate data collection. Purchase pedal bikes, scooters and ride on vehicles for Ready Set program and OPAL use. Promote the Big Wheel active travel project. Target new groups/leaders for academic year 23-24 <ul style="list-style-type: none"> • Playleaders/Pupil OPAL team • C4L • Sports Crew • Least active

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	<p>the timetable or to bring focus to groups during lesson times. We have engaged with the British Cycling balance biking programme Ready Set training to improve pupils skills and confidence and support them and their families take up more active travel to and from school.</p> <p>2. Identify and target groups of children for lunchtime clubs with Sports Coaches. Lead Teacher to train all members of staff in child centered outdoor play. Through OPAL play we will encourage all children to be physically active during lunch and breaktime. The playground will be zoned and resourced. The initiative will be managed, supported and led by OPAL, and a school working team that incorporates governors, teacher, parents and mid-day assistants. Our Change 4 Life ambassador children from Y5 will encourage children to take up physical activities and maintain healthy lifestyles. Our OPAL playleaders will support play. Our School Sports Crew will create a link between school and pupil voice.</p> <p>3. Use pupil voice to ensure that the extracurricular clubs offer appeals to all children We will ensure every child has the opportunity to get involved in extra-curricular activity whether at lunchtimes,</p>	<p>engaging their Y3/4 peers in physical activity and developing their leadership skills. Physkids Leaders from Year 6 have engaged infant children in playground activities and games. 73% of the children in Key Stage 2 report that they are involved in P.E and/or Sport Leadership. 79% say that they are physically active during morning break 95% say that they are physically active during an afternoon break We have ensured that the least active children have engaged with the sports coaches to suggest games that they would participate in during their breaktime. The least active children engaged in these sessions on average 2 x per week. Lunch time clubs have been fully funded and timetabled to be accessible to all.</p> <p>3. All children in Years 4 and 6 attended lunchtime club for 30 minutes 3 x per week and children in Years 3 and 5 attended lunchtime club for 30 minutes 2 x per week.</p> <p>School Games Survey shows that: 73% of the children in Key Stage 2 are involved in P.E and/or Sport Leadership. 93% of all our children undertake 150 minutes minimum physical exercise per week.</p>	<p>Continue to offer a range of extra curricular clubs that are requested by the children.</p>
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	playtimes or in after-school clubs. Employ Sports Coaching Group to run clubs at lunchtime and after school 3 x per week.			
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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:
%NA

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:
<p>1.To link PE to the core subjects to raise attainment.</p> <ul style="list-style-type: none"> Active Maths Active Literacy Handwriting Science Phonics <p>2.To ensure a link between my personal best themes throughout the curriculum</p> <p>3. To actively encourage pupils to take on leadership or volunteer roles that support the delivery of sport and physical activity within the school</p> <p>4. To embed physical activity into the school day through encouraging active travel to and from school, active break times and holding active lessons and</p>	<p>1. 4. 5. We ensure our PE Subject Leader has appropriate support to develop our PE & School Sport offer and lead our teachers effectively. Our PE Subject Leader will attend regular training and receive focused support from Vale Royal School Sport Partnership & Youth Sport Trust trainers. A governor will also access training in PESS via VRSSP. Our school has focused on supporting social reconnection with outdoor learning as part of our COVID Recovery Curriculum and have placed physical activity including Forest School and OPAL at the centre of this work.</p> <p>As part of the academy trust, we will work together with other PE leaders to ensure our curriculum is progressive, engaging and inclusive.</p> <p>1.Staff have previously attended training</p>	£ part of VRSSP cost entered in K13	<p>1.4. Our Subject leader attends/completes online all subject leadership training. This will ensure we: Renew our school games mark Have Phys kids in school to lead activity Run a change for life activity Incorporate active learning into the curriculum Engage KS2 pupils as Sport leaders, Encourage less active pupils to engage in a healthy active lifestyle Ensure Teaching staff taking an active role in PE and school sport and in supporting the healthy lifestyles of our pupils'</p> <p>2.Recognition boards focused on a a school Games Value each week:</p>	<p>Ensure School Games Values and #My PB link maintained through class recognition boards and explicit teaching.</p> <p>C4L leaders to train 2 children from current Y3 group and support transition to next academic year.</p> <p>Create new link Governor for PE and School Sport – role currently vacant</p>

<p>teaching</p> <p>5. To use physical activity and/or school sport as the vehicle for meeting some of the school priorities as identified in the whole school development plan e.g raise attainment in maths and improve behaviour</p> <p>6.To use the key opportunities in the sporting calendar to raise the profile of e.g. sport, British Values and international collaboration and to foster greater engagement in all pupils in school</p>	<p>which focuses on increasing attainment in Maths and English through physical activity in order to maximise the opportunities for our pupils to be physically active. All staff to be reminded of this training during core subject meetings.</p> <p>We will use the Complete PE resource to plan, review and assess out learners.</p> <p>3. Train OPAL kids for playground leadership. Use a sports crew for pupil voice and guidance, train and use C4L pupils to engage peers in activity.</p> <p>1. Staff to complete heat maps to identify pupils who are least active.</p> <p>5. We are included in the Youth Sport Trust's 'My Personal Best' programme which involves training our staff to adopt the explicit teaching of life skills such as co-operation, resilience and responsibility through Physical Education. This learning will also be transferred into other lessons, their life in school and to their wider lives. Staff to ensure that Recognition Reward walls reflect #MyPB</p> <p>2.We will promote and celebrate School Games Values throughout school in all areas of the curriculum.</p> <p>6.We will an invite athlete role model into our school to inspire our children</p>		<p>Honesty, self-belief, passion, determination, teamwork, respect.</p> <p>3.According to school games survey: 73% of the children in Key Stage 2 are involved in P.E and/or Sport Leadership.</p> <p>5. School Governor online training completed 7/6/23. Staff using my personal best themes on recognition boards.</p> <p>6. Welcomed footballer Jon Macken into school on Friday 14.7.23 who delivered the key message of believing in yourself, taking your opportunities and celebrate with your whole team</p>	
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<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Percentage of total allocation:</p>
	<p>23.7%</p>

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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:
<p>1. To increase staff confidence in delivering the P.E. curriculum.</p> <p>2.To support teachers to assess a pupil's stage of learning.</p> <p>3.To support teacher planning for progression throughout the P.E. curriculum.</p> <p>4.To provide staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school</p>	<p>1.We ensure our teachers have quality training specific to their age phase which develops exciting, progressive and inclusive teaching and learning in PE.</p> <p>1.2.3.We have available to all staff: Early Years (centred on the YST Health Movers programme), KS1 training (centred on the YST TOP Start research and resource), KS2 Training (centred on the YST TOP Sport resource), Inclusion training and Health & Safety training.</p> <p>'Next Steps' training to help staff develop their practice further planned for whole school.</p> <p>1.Our school has the support of a specialist PE teacher (our PE & School Sport Coordinator) who co-delivers PE lessons with staff who have identified that they would benefit from additional support.</p> <p>4.Our school plans PE development priorities based on the criteria of the Youth Sport Trust We will apply to renew our Gold SG Mark in 2023.</p>	<p>Booster swimming for Y6 £540 (Day and half of pool/instructor/life guard)</p> <p>£3200 Vale Royal School Sport Partnership</p> <p>£187.50 Complete P.E resource</p>	<p>To improve teacher's confidence in delivering PE, J. Towers worked with Year 2 supporting Gymnastics (Summer Term). J. Harries support for Dance Y3/4.</p> <p>1.2.3.The Complete P.E. resource has increased staff confidence when assessing children's levels in P.E. and supported next steps for learning.</p> <p>1,2,3,4Supporting specialists have provided new ideas and increased confidence for teaching dance, tag rugby and gymnastics. Teachers have learned from coaches the necessary skills to be able to teach these sports and physical activities effectively</p> <p>4.As a result of the Dance Festival, Y3 and 4 boys who previously did not want to engage in Dance sessions are now enjoying choreographing and performing dance.</p> <p>4.School Governor online training completed 7/6/23</p>	<p>Review Teacher's Voice via online questionnaire to identify further CPD requirements.</p> <p>Continue to engage the support of specialist teachers.</p> <p>P.E. staff meeting to review the curriculum requirements, resources and shared vision for P.E. and school Sport.</p> <p>Engage with other schools in the trust as well as SSP to share good practice.</p>

	<p>4. We will ensure that a Governor attends the PESS Premium for Governors Training</p> <p>4. Our lunchtime supervisors received support from our Sports Coaches to help them support the delivery of more active games, activities and competitions when they are not there. Lunchtime supervisors are also involved in the OPAL play training project.</p>		4. School Games Mark Gold achieved	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 0.6%
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:
<p>1.To run a Forest School</p> <p>2. To give children an opportunity to tell us what activities they would like to try.</p> <p>3. Identify which activities pupils would like to try by year group, gender and least active groups. Ensure our school are providing activities that will engage the most pupils as well as the least active.</p>	<p>2. Use Kobocca to collect data about what activities the children would like to do</p> <p>3. We aim to provide a broader range of sports and activities to engage all children. This means that we will seek the views of our children before developing programmes such as extra-curricular clubs to ensure that they are in an activity which maximises engagement of all groups, at a</p>	<p>£94.72</p> <p>Mud kitchen</p>	<p>3. 95% of children have been engaged in extra-curricular clubs</p> <p>1.3. We use Koboca and The Sports Crew Pupil voice questionnaires to ensure that children can identify easily the activities that they would like to engage in.</p> <p>1. Forest school is taking place each</p>	<p>Football (15%) is the most sought after extra-curricular clubs. We have identified the sport of cycling as a new club or event for next that the children would like to engage with.</p> <p>Continue to provide Forest School Experiences linking to the appropriate curriculum for each year group.</p> <p>Continue to invest in OPAL play</p>

<p>4. To enable a member of staff to lead in Outdoor play (via OPAL). (This is a structured programme and mentoring course to help children become physically and emotionally literate, including self-regulation through play)</p>	<p>time/venue which best engages those we want to engage and are rewarding to take part in. Our PE curriculum is designed to engage all learners and ensure they have the skills and confidence to take part in a wide range of activities.</p> <p>1.2.School staff are trained to create activities in PE and extra-curricular activity which meet the needs of every learner in order to support their progress.</p> <p>3. Orienteering course has been set up around school and all teachers have received training on the resources that accompany the package</p> <p>1. A member of staff to Lead Forest School and purchase resource as required.</p> <p>2. Children to have the opportunity to swim in a pool (onsite- due to local issues with pool availability, to minimise cost, reduce curriculum disruption and eliminate transport requirement). This is in addition to curriculum provision that we offer in Key Stage 2.</p> <p>1.2.4.School staff are trained to create activities in PE and extra-curricular activity which meet the needs of every learner in order to support their</p>		<p>term lead by our own trained member of staff. Through this our children are building resilience, teamworking skills, and a determination to succeed in challenges. Teachers are reporting that this is having a positive effect on pupil's behaviour and mental well-being. No further resources have been required this academic year.</p> <p>4. OPAL has been established in our lunchtime playtimes. All children are all engaged with the activities. Positive feedback from the children and bad behavior incidents at lunchtimes have been significantly reduced.</p> <p>The physical activities strengthen and develop our children's physical and mental literacy.</p>	<p>and Forest School leadership and resources as required.</p>
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	<p>progress.</p> <p>1,2,4 We have used PE, School Sport & Physical Activity as part of our recovery curriculum for students and have used lessons to build confidence, fitness and skills. We have used a range of activities to support young people returning to school with both physical and emotional impacts of the pandemic.</p> <p>3. We have followed the 'Celebrate', 'Aspire' & 'Inspire' grouping for School Games to ensure we are better able to engage a wider range of children in competitive and non-competitive activities.</p>			
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: N/A%
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:

<p>1.To take B and C teams to events when possible.</p>	<p>1.Our staff will attend training focused on the School Games formats for intra and inter school competition</p> <p>1.We take part in a wide variety of competitive sports both within school and against other schools. By planning a range of intra-school competitions which can be accessed by all groups in school, selecting pupils and teams to take part in local inter-school competitions against other schools (both within the local cluster and across the Vale Royal School Sport Partnership), we aim to be fully involved in the School Games and other schools' competitions</p> <p>1. Our school takes part in an annual School Games Festival which takes place to celebrate National School Sport Week. We engage with a wide-range of festivals and events which cater for many different children.</p> <p>1.We annually apply for a School Games Mark award and strategically plan to develop our offer of competitive sport in line with the criteria (for example by involving a group of young people in the planning of our involvement in the School Games through our SSOC or by increasing the number of sporting events we enter)</p> <p>1.We have followed the 'Celebrate', 'Aspire' & 'Inspire' grouping for School Games to ensure we are better able to</p>	<p>£-</p>	<p>1.Competitions have been attended this year when possible. We competed on an inter-school basis in football, hockey, cricket and netball.</p> <p>1.We held intra competitions throughout the year leading to a whole school team games competition final which we linked to our School Sports Day. This ensured that all children had the opportunity to compete at intra level.</p> <p>1.Our Sports Day was designed to reward for children with the Values of the Games being held as the highest accolade. This inspired all children to achieve. We also maintained finals to cater for the more able, gifted and talented. More children were able to achieve success in events.</p> <p>1. Gold mark achieved for School Games</p>	<p>To attend more competitions with celebrate, inspire and achieve teams and ensure all children have the opportunity to represent school in competition.</p> <p>To re-engage parents in school face to face competitions.</p>
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	engage a wider range of children in competitive and non-competitive activities.			
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	S. Oldham
Date:	20.7.23
Governor:	
Date:	