

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 2021/22	£0
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£18,590
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 18,590

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 2022. Please see note above	74%
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	74%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	74%
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

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:	22.3%
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:
Promote healthy, active playtimes and lunchtimes in KS1 and KS2, working towards 30 minutes of physical activity a day in school	Targeted children from all year groups will work with Skillwise once a week to help them to work towards their 30 minute target	£35 per session, @ 3x per week = £3780	Children undertaking at least 30 minutes of physical activity per day Structured playtimes Government obesity data	Skillwise to work with newly recruited Playleaders for academic year 2023/24 so that more children can be targeted
Increase physical development in Early Years	Reception to complete Little Gems programme in Summer 2 alongside Year 6 pupils for support.	£360 Little Gems	Staff and pupil voice Impact on fundamental movement skills Enjoyment of physical activity	Improved GLD in physical development areas, instilling an early love of sport
All children to participate in the Daily Mile	Continue to provide opportunities throughout the day for children to complete the Daily Mile route	-	Contribution to 30 minutes of physical activity per day	Children are more physically active and staff are more committed to utilising this activity Promote Daily Mile challenges further via Twitter

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				19.4%
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:
Increase pupil participation in out of school hours clubs, through specialist coaching	Skillwise coaches to run after school clubs - increase numbers participating in out of school hour clubs; pupils becoming more physically active, develop skills and apply in life, lessons and competitions	£40 per session @ 3x per week = £3600	Registers Pupil Voice Staff Voice School Development Plan	Continue into next academic year to continue to see impact and improvement
Inspire children to have a continued positive attitude towards PE and Sport. Extremely valuable experience for our pupils, impacting positively on motivation and achievement for all pupils and their families	Every child in school will experience bi-annual Dance Festival, performing to an audience of 1000 in the summer term	Funding sourced from within the trust	Extremely valuable experience for our pupils, impacting positively on motivation, resilience and achievement – this is maintained for the next Dance Festival and raises the profile of school sport at all levels	Maintain the passion and commitment this creates in preparation for the next event and look for other events to create a similar impact

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				54.9%
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:

Access high quality specialist coaching in a specialist sport, whilst developing CPD for our staff. Find opportunities for support in PE for Early Years delivery for CPD.	Access high quality specialist coaching in a specialist sport, whilst developing CPD for our staff Find opportunities for support in PE for Early Years delivery for CPD.	First Touch/Little Gems – see K11	Early Years staff aware of how to enhance physical development through PE lessons Staff voice	Improved GLD in physical development areas, instilling an early love of sport
Utilise specialist coaches to upskill teaching assistants in games – this can be transferred to break and lunchtime duties	Teaching assistants to be active in supporting coaches and pupils during PE lessons so that they acquire the skills to use on the playground, therefore contributing to 30 active minutes	£283.75 per week @ 36 weeks = £10,215 (during curriculum time)	Teaching assistants have increased confidence in engaging in games with the children, this therefore has an impact on out-of-class behaviour as children are occupied and have structure during these times	Impact on participation from children and engagement from TAs; this will impact the next academic year and maintain behaviour standards set across school
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:
Increase pupil participation in out of school hours clubs, through specialist coaching	Increase numbers participating in out of school hour clubs – pupils becoming more physically active, develop skills and apply in games. Weekly afterschool clubs to be run by Skillwise. Clubs include: Football, basketball, athletics, multisports, healthy lifestyles, netball and for targeted groups of	Within Skillwise allocation – see K12	Registers Pupil voice	Children are more vocal about the sports they would like to see on offer and this can be arranged for the coming academic year to increase participation even further

	children; Football Club run by Mr Clark and Miss Forbes.			
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3.4%
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 at least 75% of children in school represent the school at an event that is organised by the Aspull Schools Cluster and Wigan West School Games	Transport to and from events which take place during the school day to be provided by school free of charge. Pay for supply cover for staff to attend the events with the children - invite children who do not usually participate in competitive sport to more inclusive events such as the 'Just Join In' festival and Howe Bridge Action Festival.	£635	All events attended Children gaining more experience of participating in a competitive environment – building resilience and encouraged to show respect in line with our school values	Continue into next academic year to continue to see impact and improvement

Mr Clark to attend Aspull Cluster PE meetings around raising the profile of PE; help to arrange inclusive festivals and events	Attend meetings before and after school in order to organise events.	-	More events attended Twitter Website	Continue into next academic year to continue to see impact and improvement
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Harry Clark
Date:	13.7.23
Governor:	
Date:	