

# 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

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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	£0.45
Total amount allocated for 2021/22	£17,340
How much (if any) do you intend to carry over from this total fund into 2022/23?	£73.81
Total amount allocated for 2022/23	£17,340
Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023.	£17,339.83

## 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>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>	35%
<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>	<p>10m front and back only – 30%</p> <p>25m front and back only – 22%</p> <p>25m front back and breaststroke –0%</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	96%

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.

<b>Academic Year:</b> 2022/23	<b>Total fund allocated:</b>	<b>Date Updated:</b> 19th July 2023		
<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: %
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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 deliver 2 hours of timetabled PE weekly	Class teacher delivers 2 hours PE weekly, using 'Get Set 4 PE'	£3,000 for SSSP	Teachers use knowledge organisers (GS4PE) to ensure education element is included – no external coaches deliver PE lessons.	Lesson obs/drop ins & Pupil Voice used as monitoring tool
To increase children's activity levels to improve health and wellbeing through Active 30:30 – 30 minutes in school daily (plus 30 mins daily at home)	Continued use of Linacre 10 (Daily Mile); Super Movers; Magic Minutes – active lesson breaks	External coach for breakfast club and lunchtime clubs	Pupils' fitness levels continue to improve; pupils compete with each other, themselves & staff. Daily completion of the Linacre 10. More children are completing more laps of the L10 track (1 mile) in 15 minutes.	Monitor active lesson breaks through dialogue with staff and pupil voice
To help children understand the benefits of a healthy lifestyle and make appropriate choices regarding physical activity	New staff made aware of the importance of the Linacre 10 in our school day		Pupil interest in athletics and running increased – signposted to local athletics club	Continue to monitor pupil physical activity and identify the disengaged group and focus on improving their level of engagement – re-launch C4Life club & Spuddies.
To use lunchtime and after-school clubs to achieve Active 30:30	Engage with Active Sefton to run workshops through school (Rec- Y6)		More girls attending football club and showing interest	Continue to monitor SEND engagement
	Timetable EYFS & KS1 to use large climbing frames & fitness equipment to develop strength, co-ordination and gross motor skills		Increase in the number of	Continue to monitor FSM engagement
	Regular celebration events – Sports			

	<p>Day; Santa Dash; local schools' swimming gala; school football - local league</p> <p>School values certificates given out in assembly; participation in competitions organised by the sports partnership, including inclusion themed events</p> <p>Use of external coach for lunchtime clubs/after school clubs</p> <p>New equipment bought for delivery of PE</p> <p>New equipment bought for active lunchtimes</p>		<p>children coming to school on bikes &amp; scooters – promoted through the use of WOW scheme (Travel Tracker).</p> <p>25+ pupils attend lunchtime club on a daily basis on a rota system - each year group in KS2 has access to certain days. KS1 pupils, especially inactive children, are targeted. Between 55-70 take part in lunchtime club each week.</p> <p>Benefits - pupils look vital and ready for the afternoon; increased self-esteem, improved behaviour &amp; greater productivity in afternoon lessons; heightened sense of wellbeing; developing teamwork &amp; resilience.</p> <p>15-20 pupils attending breakfast club regularly – we have started to charge for this now and were concerned attendance may drop off, but this didn't happen.</p> <p>Improved punctuality for poor time keepers with free offer of place in breakfast club</p>	<p>Continue to monitor LAC engagement</p> <p>Monitor EAL engagement (significant group joined this year)</p> <p>Use pupil voice to get idea of how to reach the disengaged group.</p> <p>Use of Spuddies (sport lunchtime buddies) to encourage inactive pupils to become more active through individual activities if they do not feel able to join in with club.</p> <p>Invite target group to Breakfast Club.</p> <p>Keep wide variety of physical activities on offer that include team sports and personal best fitness challenges</p>
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				
			Percentage of total allocation:	
			%	
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	

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>School understands the positive impact P.E can have on behaviour and use it as a tool for whole school improvement. Hard to reach children identified and targeted for PE/lunchtime sport</p> <p>Staff are aware of the PE premium and how it needs to be spent - raised in INSET day at start of year, along with expectations</p> <p>Celebrate all achievements in P.E in weekly assembly, thus ensuring whole school population is aware of the importance of PE &amp; physical activity in our school</p>	<p>Pupils understand that physical activity impacts positively on their behaviour and that representing the school is a privilege, dependent on good behaviour - this has had a positive impact on challenging behaviour. Staff notice positive mood changes after PE, active lesson breaks, breakfast club multi-sports, breakfast yoga</p> <p>Provide access for all pupils to compete in intra/inter school competitions</p> <p>New staff taught how to access GS4PE</p> <p>All staff understand the need and requirement for children to receive 30 active minutes per day and how we can reach that - Linacre 10 (Daily Mile); active lesson breaks; supported lunchtime sports</p> <p>Achievements celebrated in assemblies, newsletters, school website, social media platforms</p>	<p>£ 2,322.00</p> <p>GS4PE renewed for 5 years</p> <p>Go Noodle, Active Minutes, Supermovers, Moodboosters all free at the point of use</p>	<p>Increased confidence and self-esteem evident in classes.</p> <p>Linacre 10 (Daily Mile) fully embedded, with children happy to discuss why we do it and the benefits</p> <p>Pupils more active throughout the school day; lesson breaks are used as tools to re-engage pupils with the task and check their behaviour if potentially deteriorating; SEND pupils benefitting from regular breaks &amp; often suggest them, thus increasing their levels of activity and engagement.</p> <p>Attitude to learning and concentration in class improved.</p> <p>Pupils proud to have their talents and achievements recognised before the school community. Pupils look forward to assemblies as an opportunity to shine in something other than academia. Developing a greater sense of community - class &amp; school.</p>	<p>Choose a School Games Value for each half-term for the pupils to focus on. Reward with 'Values' certificates in assembly at end of half-term.</p> <p>Focus on personal development - Spuddies in Y6</p> <p>Focus on wellbeing through school sport – training to be delivered in Aut term for Wellbeing Warriors - different to Spuddies</p> <p>Launch personal challenges – 'My Personal Best' for all children (involve Welfare Staff)</p> <p>Celebration of sporting achievements and participation to be further embedded in the culture of the school.</p>



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:
<p>Consolidate and continue to look for areas of improvement in the quality of P.E in KS1 &amp; KS2 to ensure all pupils are competent, confident and constantly developing their skills.</p> <p>Consolidate and continue to look for areas of improvement in the quality of P.E in EYFS to ensure all pupils are developing fundamental movement skills.</p> <p>P.E Leader to monitor teaching and learning of all staff through lesson observations/drop-ins.</p>	<p>Continued subscription to 'Get Set 4 P.E' scheme.</p> <p>Subject leader to support new staff/less confident staff/TAs (where appropriate) in delivering (or supporting) P.E where there is a need.</p> <p>Staff to be aware of &amp; use the CPD provided by the partnership. Continued CPD for subject leader.</p> <p>Baseline children in Y1 aut (entry data) &amp; repeat when children leave Y2 summer (exit data), so the impact of PE, &amp; increase in physical activity, can be measured. (Entry &amp; exit data for cohort to be completed by PE Lead where possible to ensure consistency).</p> <p>KS1 to concentrate on acquiring fundamental movement skills to enable progression to the</p>	<p>No charge for cpd providing it is through the sports partnership or virtually by accessing Get Set 4 PE scheme</p>	<p>Improved quality of PE lessons: progression of skills evident; increased confidence in delivery of PE lessons; improved subject knowledge resulting in higher quality teaching and learning.</p> <p>Pupils engaged with content and display transferrable skills; more able pupils have the scope to develop more complex movement skills during improved quality of PE lessons; motivation levels increased; pupils enjoying more active and well-structured lessons.</p> <p>Subject leader up to date with initiatives and increased knowledge following attendance at hub meetings provided by the sports partnership.</p>	<p>Staff to attend cpd relevant to their needs.</p> <p>Identify and signpost staff to cpd.</p> <p>Continue to audit staff on cpd needs &amp; source where not available through sports partnership.</p> <p>Continue to use 'Get Set 4 PE' scheme for planning, delivery &amp; assessment.</p> <p>Staff directed to CPD offered in the Get Set 4 PE scheme.</p>



<p>Additional achievements:</p> <p>Continue to develop and deliver a broad and balanced PE curriculum</p> <p>Develop and deliver rich extra-curricular offer</p> <p>Continue to develop inclusion provision</p> <p>Develop links with local sports clubs –cricket; athletics; swimming; gymnastics</p>	<p>Continue to use Get Set 4 PE and include new sports/activities they introduce</p> <p>Increase opportunity to access inclusion sports to encourage engagement of all pupils</p> <p>Use pupil voice to help shape PE provision &amp; clubs offered. New clubs: breakfast yoga; New Age Kurling; archery; Forest School.</p> <p>Sports offered: Y6 judo; Y4 yoga; Y6 yoga; Y6 &amp; Y4 cricket with LCC.</p> <p>Hold an open afternoon in school for representatives from local sporting organisations to come in so that parents &amp; children can get information on how to join</p>	<p>Please see above costing for Get Set 4 PE</p>	<p>Improved engagement in PE lessons</p> <p>Increased attendance at extra-curricular clubs/breakfast &amp; lunchtime clubs</p> <p>Improved attendance &amp; punctuality</p> <p>Improved attitude to learning</p> <p>Greater numbers of children from Linacre attending out of school clubs; increased skill level following attendance at clubs, particularly girls football</p>	<p>Increase monitoring of pupil engagement at clubs &amp; competitions</p> <p>Use lunchtime clubs to practice for upcoming competitions</p> <p>Encourage pupils with attendance &amp; punctuality issues to attend breakfast club, discussed at attendance panel meetings with parents, as a way to improve both, offering a free place.</p> <p>Continue to ensure school sport offer is fully inclusive</p> <p>Make the open afternoon an annual event</p> <p>Next year (2023-24) new clubs will include: KS1 ballet; scooter club; KS1 yoga; KS2 gymnastics club; EYFS &amp; KS1 Forest School; KS1 football club</p> <p>Scotfit experience booked for whole school Sept 2023 to capitalise on numbers of children now scooting to school. Will look at feasibility of buying a class set of scooters to use at lunchtime and after-school.</p>
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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:
To enable all children to be involved in competitive sport at all levels, appropriate to each individual	<p>Engaged in more competitions and activities provided by sports partnership: Dodgeball; Sportshall Athletics; Football</p> <p>Identified and targeted SEND opportunities for children to attend: Forest School Festival; New Age Kurling &amp; Grand National event</p>	<p>Please see above costing for external coach SSSP.</p> <p>Use lunchtime coaches to train pupils for upcoming competitions</p>	<p>All children have had the opportunity to take part in 3 intra competitions – Santa Dash, Easter Hop &amp; Sports Day</p> <p>We attended several inter school competitions, including inclusion targeted competitions 3 sports at level 2 - Boccia, New Age Kurling, Cricket, Dodgeball</p>	<p>Increase variety and regularity of intra events</p> <p>Continue to monitor participation of distinct groups in clubs/competitions/physical activities at lunchtimes/after school</p> <p>Increase attendance at inter-school competitions</p> <p>Engage in more intra competitions such as speed bounce or skipping to encourage 'Personal Best'</p>

Signed off by	
Head Teacher:	Jemma Cliffe

Date:	19th July 2023
Subject Leader:	Kass Brown
Date:	19th July 2023
Governor:	To be approved
Date:	