

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 31st 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 2020/21	£21336
Total amount allocated for 2021/22	£17760
How much (if any) do you intend to carry over from this total fund into 2022/23?	£24975
Total amount allocated for 2022/23	£17760
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 42735

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 2023. Please see note above	100%
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	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%

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: 20 07 2023		
Key indicator 1: The engagement of all 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: 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?:		
<p>To have wide range children from across the school engaged in activities before school, after school and at lunchtimes.</p> <p>Increase physical activity for disadvantaged children and those children who are reluctant to take part in sports</p> <p>IMPACT ON PUPILS</p> <p>Develop positive attitudes towards health and fitness, and develop social and emotional well-being</p>	<p>Gym equipment purchased for Years 4, 5 and 6 classrooms – used during class time on rota, targeting less-active children</p> <p>YMCA evening sessions for families.</p> <p>Health Week – visitors from a variety of disciplines delivered activities to whole school.</p> <p>Activity Diaries / Badges – incentives for physical activity outside of school hours.</p> <p>Breakfast, After School and lunchtime clubs offered by school staff (with coaching qualifications) and coaching staff from FTFC</p>		£2809.10	<p>75% of KS2 pupils involved in extra-curricular sports groups this year.</p> <p>70% of KS1 and EYFS pupils involved in extra-curricular sports groups this year.</p> <p>Children take part in PE and have developed social skills and investigated the values associated with sports.</p> <p>Children reluctant to attend sports clubs maintained levels of activity during class time on rowing machine, cross trainer and exercise bike.</p> <p>Over 40 children attended</p>		<p>Due to staff in different classes at Baines, training needs to take place to ensure that this structure remains in place.</p> <p>Continue to teach 2 hours of PE per week and monitor.</p> <p>Organised lunchtime clubs extended to make better use of outdoor equipment.</p> <p>Sports coach to deliver wider range of activities to target less-active children.</p>

through physical activity Readiness to learn following physical activity Pupil fitness and fundamental movement skills developed and improved through extended provision.	Lunchtime clubs offered by staff (sports chosen to target those not interested in existing lunchtime sports) netball, basketball. School council run sports groups for younger children during lunchtimes. Purchased equipment for playtimes		evening sessions at YMCE with personal trainer for 6 weeks.	
---	--	--	---	--

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement 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 improve social skills, behavioural development and academic achievement through access to broadened and improved physical education and activity provision, leading to increased health and well-being of all children. IMPACT ON PUPILS Increased standards of pupil attainment, against Attainment Targets Improvements in behaviour following physical activity and	Activity Diaries – children record out of school activity and receive rewards in assembly time. Represent school badges given to children representing Baines in sports competitions. Inter house intra class termly competitions to reward sporting achievement and characteristics needed for competition – resilience, support and motivate team mates etc	£4339.10	75% of KS2 pupils involved in extra-curricular sports groups this year. 70% of KS1 and EYFS pupils involved in extra-curricular sports groups this year. (increase from 53%) Children reflect on qualities and characteristics needed for competition and sport. Lessons in PE are good to	Organise training and implementation of the assessment process for PE passport for new staff members and new PE leader. CPD long term team teach programme with Blackpool FC.

engaging lessons Develop social skills through holistic development using PE. Children’s increased ability to accurately self-assess and set personal targets Develop positive attitudes to health and fitness	Purchase of sports equipment to support delivery of high-quality PE curriculum.		outstanding throughout the school	
---	---	--	-----------------------------------	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 19%
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:
Improve the quality of teaching in PE through staff CPD from Lead Practitioner, qualified sports coaches and training to further enhance staff competence and confidence in planning, teaching and assessing PE. IMPACT ON PUPILS Increased standards of pupil attainment, against Key Stage Attainment Target Increased enjoyment and positive attitudes through more creative	CPD for a range of teaching staff – swimming, gymnastics following staff skills audit FTFC Community Trust delivered team teach sessions including planning and assessment with less experienced teachers including ECTS. Teaching assistant employed to deliver sessions with teaching staff and teaching assistants to creatively deliver curriculum, plan and assess.	£ 8285.35	All staff worked with sports coach to improve quality of PE lessons. Increased staff confidence in delivering PE curriculum. Quality of teaching assistants’ input in PE lessons improved. PE passport used for tracking progress and achievement. Data used to change long term plan to ensure suitable progress in skills.	Organise training and implementation of the assessment process for PE passport for new staff members and new PE leader Work in partnership with coaches from Blackpool FC to ensure staff in unfamiliar year groups maintain high-quality PE lessons.

lesson structures				
Participation in enhanced quality teaching and learning opportunities, leading to better outcomes for pupils				
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
Enhance and extend the range of physical activities and sports offered in and out of curriculum and as after/before school clubs. To broaden sports and activities offered to pupils and how these can be used in competitive sport's events	FTFC / Teaching Assistant with sports coaching background delivered extr-curricular clubs for EYFS, KS1, KS2 (including targeted groups to focus PE characteristics and qualities – how to lose, how to motivate teammates etc) offer a range of clubs for children – netball, basketball, football (mixed Year 5/6, Mixed Year 3/4, KS2 girls), multi-sports, dodgeball, gymnastics) Health Week – See KI 1 – wide range of activities – Judo, Hurdling, Indian Dance, running, dance	£4237.74	70% of children in EYFS and KS1 attended extra-curricular sports clubs 16% of children in KS1 represented the school at inter-school competitions 75% of children in KS2 attended extra-curricular sports clubs 63% of of children in KS2 represented the school at inter-school competitions	To continue to broaden the range of extra-curricular activities available other than those already available. Source specialist coaches for extra-curricular clubs and some curriculum lessons. To audit equipment on a termly basis. To continue to source taster sessions from a variety of local sports clubs. Health Week 2024 to offer a
IMPACT ON PUPILS				

Fundamental movement skills developed and also transferred to sports skills	routines, Tae Kwondo.			different range of sports.
Opportunity to practise and enhance skills in different contexts	Curricular Sessions as part of WFSS subscription – Fencing, Dance (leading to competition at Winter Gardens Blackpool) Judo, Cricket, tennis, Cheerleading, Rugby)			
Inspiring to achieve and participate in a broader range of sports, through positive role model	Subscription to WFSS			

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: <2% (see note in funding allocated column)
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 affiliation with WFSP and access increased opportunities for competitive activities IMPACT ON PUPILS Fundamental movement skills developed in different contexts and under competitive conditions	Competitions –Football -A teams – League and tournament, B team tournament, KS2 girls football, dance, swimming gala , orienteering competition, KS1 football tournament, Girls4 football tournament and league, Netball competition, Sportshall	£711 (but much included in KI4 – sub to WFSS)	16% of KS1 children competed in inter school competitions. 63% of KS2 children competed in inter-school competitions. Competition offered to all children	To continue affiliation with WFSP. Continue clubs to compete at high level with qualified coaches from Blackpoll FC.

Clearer understanding of good sportsmanship and competitive environments.	athletics.		in Year 6 in a variety of sports. (75% competed)	
			Social media, letters and noticeboards.	To continue to signpost events and clubs to the school and the wider community.

Signed off by	
Head Teacher:	Gill Finney
Date:	21/07/23
Subject Leader:	Ben Leah
Date:	21/07/23
Governor:	Richard Cooper
Date:	21/07/23