

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](#).

Created by:



Supported by:



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£ - 2, 489.50
Total amount allocated for 2021/22	£ 27,342.00
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 0
Total amount allocated for 2022/23	£ 13, 940.50
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 13, 593.00

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:	
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:
				£7110 52%
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:	Fund ing alloc ated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Put in a 12 metre traverse Climbing Wall and trim trail equipment to engage children in further physical activities for wellbeing	Allow all children in school to access further physical activities during early drop offs, morning break times, lunch times and after school.	£4500	All pupils in the school have used the climbing wall. Sports leaders run a climbing wall club to engage more pupils/younger pupils to utilize the climbing wall. The children develop coordination, strength and problem solving skills, keeping them active at lunch times and break times.	Use the centre of the wall to fix a timeline to encourage children to 'travel through time' and set goals and expectations. Continue using the wall, as a climbing club to promote regular activity for all children.
Forest Schools after school club, for all children across the whole school to engage is regular physical activity. Focus on children who do not normally take part in physical activity.	Children to gain further opportunities to develop their physical and mental health through forest school activities on the school grounds, with a forest school lead teacher. After school every week, focusing on different age groups so all children get the opportunity to take part.	£1950	The children have created an area to take part in first school, outdoor physical activity. Certain groups of children were targeted and successfully took part in physical activity for half of the school year.	Continue the after school club, with a focus on other groups of children, who do not normally take part in physical activity.
Multi-Sport after school club – Ribble Valley Sports to offer all children the opportunity to take part in different sports activities	All children have the opportunity to take part in 'multi-sports after school club, funded by school. This was to give as many children as possible the	£660	60%of the school children took part in the multi-sports after school club	Look at what the company offered; find the best activities to target groups of children for the next academic year.

Created by:



Supported by:



Extra break time in the afternoon to allow all children to have extra time outside to use the range of activities available on the school grounds, to allow for children to have more time to be physically active	opportunity to take part in a variety of activities, in the after school club. Staff take their class out for an extra 15 minute break in the afternoon to support physical and mental wellbeing. Children are encouraged in this time to focus on being physically active (using the muga, gym equipment, netball and basketball nets, trikes and balls.	£0	100% of children are active for at least 30 minutes across the school day, by implementing the extra 15 minute active break time.	Continue the extra break time for the next academic year. Put a focus extended intense physical activity, through children running an afternoon club.
Lunchtime daily clubs – run by Y6 sports leaders to encourage all children to take part in physical activities, led by the students.	Year 6 sports leaders lead sports clubs at lunchtime. The clubs included archery club, climbing club, running club and trim trail club.	£0	All sports leaders enjoy running the sports clubs. 75% of children took part in a lunch time club.	Continue the lunchtime club for the next academic year. Put a focus extended intense physical activity, through children running a range of different clubs that are popular amongst all students.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:

£1515 11 %

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:	Fund ing alloc ated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Termly sports award - Awards given in assembly linked to school values 'Big Heart Awards' for respect, care compassion, resilience and aspirations – to link PE and sport with wider school values. Using sport as a tool for school improvement. End of term 'sports award' for a child demonstrating values through PE and sport.	The weekly and termly awards, given for children who demonstrate the school values 'Big Heart' Award, can and was used for sporting participation and achievement in PE lessons, break times, after school clubs and sporting activities outside of school. End of term award for a child in each class – the new trophy is taken home and kept for the term. We have added a trophy and award for Reception classfir the final term of the year	£ 15 for new trophies	Feedback form children – 100% of children are motivated to be awarded the 'big heart award '100% of children are motivated to achieve the sports award at the end of term. Children are being recognized for sporting values and achievement, when they might not normally get recognition for other subjects. The termly award	

Headteacher's Blog and social media - PE and Sport featured in monthly Headteacher Blogs to demonstrate the importance school places on PE and sport in school	Monthly blogs included PE and sport each month, linking the achievements and participation with school values.	£0	puts PE and Sport at the heart of the schools values and importance of staying active and healthy.	
Active School PE kit for staff and children, so all members of the school are kitted out ready for physical activity	All children in school have been bought a hoodie and jogging bottoms set, with ST. MARY'S SPORT, across the back of the hoody. On the PE days all children come into school (a part from reception class for one of their PE days). This is enable all children to have the correct uniform for sport. It also allows for more PE time as children no longer need to get changed.	£1200	Hundreds of people read the blogs through social media and the website. By promote g recent sporting achievements and events, demonstrates the school commitment to valuing sport and PE. 100% of children are happy to engage in PE with their new active kit. 100% of staff feel more prepared for PE due to hoodies for the staff and new active uniform for the children.	
PE Passport App – teaching and assessment, for all staff that link in values to sporting and PE activities.	All staff have been bought staff sports hoodies, with ST. MARY'S STAFF on the back. All teachers use the PE app for planning and assessment support – which integrates values education along with physical education. Through the app, the values promoted by the passport app, impacts and links to the schools values of care& compassion, respect, resilience and aspirations.	£300	Children are more aware of school values, and school values do through physical activities, within school, promoted by the staff. Teacher feedback tells us 100% of teachers feel PE lessons has benefited from using the PE app. SLT observations showed quality PE lessons across all classes	The app will continue to be used and enhanced next year, to support the clear planning and assessment of PE, implementing 2 hours of PE across the school.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:	
				£1838	14 %
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:	
CPD for all staff working with local sports coordinator, as part of our local Garstang group	Lee Cadwallader came from the day to work with all teachers and the PE lead in developing PE across all areas of school. Lee and Mr. Gilmour observed all teachers and gave feedback on all lessons.	£60	100% of staff felt that day if observations and feedback gave them confidence for their future lessons.	Continue to observation of PE lessons and standards across school. Lee to come back into school in the Autumn term to continue to work with staff.	
CPD for ECT: Support for the ECT in teaching PE and understanding the use of the PE app	ECT received training to support his development in teaching PE and understanding the progression of all PE areas across KS2	£400	The ECT felt more confidence in delivering the PE curriculum in his PE lessons. The ECT is more aware of the many uses of the PE app in supporting PE and sport in school.	Continue to support the ECT next year.	
CPD for staff entering a new key stage: a new teacher ins entering KS2, therefore they went on the Lancashire, 'Getting to Grips with PE at KS2' course.	Teacher received training in preparation for the next academic year	£189	The teacher that received the training feels more confident in moving to KS2 in September.	Continue to look at the needs of the teacher	
Subject Leader Training Day and morning cluster meeting. Ensuring the subject leader keeps up to date with the latest information regarding sport and PE within the local cluster	PE lead to meet with the Lancashire PE group for training and updates and work with the local cluster on local events and developments to engage in further activities as a school	£300	The PE lead is able to build relationships with the local cluster and be able of the local events, contributing to the PE and sport incentives in the area.		

Gymnastics CPD from Lancashire – from Lancashire to support all staff in delivering quality gymnastics in school	Jess Squires, to deliver gymnastics CPD to all staff in the Autumn Term	£400	All teachers will be more confident in teaching gymnastics.	
Swimming across school CPD – course for the PE lead, to consider the impact swimming arrangements have on the enjoyment and development of school swimming	PE lead to lead swimming lessons at the local swimming pool, using the updated Lancashire curriculum, to promote fun and safety in school swimming	£189	The PE lead is more prepared for what the expectations are with swimming in school, and therefore able to promote positive swimming with the local pool	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: £1500 11 %
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:

Olympic sport opportunities: Judo breakfast club for all children in school to develop judo skills or to develop new judo skills Fencing being taught in KS2 by qualified fencing coaches. Offer the children something that they would not normally being able to learn. Tennis after school club 12 weeks – introduce tennis to all the children at St. Mary's for the summer term.	50% of the school attended 12 weeks of Judo breakfast club. School funded 50% of the costs, allowing opportunities for all children to take part in the breakfast club.	£300	33% of children had never done judo before. 100% of children enjoyed doing judo. 100% of children said this was the only chance they would get to do judo.	Look for opportunities for different sports to come into the curriculum and for after school clubs. Build on the current new sports that children would like to do again – to progress learning and continue to provide opportunities for all children. Such as Curling last year, led to a Curling competition.
	Fencing coaches taught fencing across both key stages, linking in the new sport to the national curriculum, building on what the children learnt last year in their introduction to Fencing.	£600	100% of children enjoyed the activity and 100% taught they had learnt something new.	
	All children were offered tennis as an after school club, run by qualified tennis coaches	£600	100% of children enjoyed playing tennis. 33% of children had never played tennis before.	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£1630 12%
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:
Garstang Cluster, entering competitions fortnightly with local schools	The children were able to compete against other local schools at many different competitions (such	£1300	The school entered 75% of the competitions on offer. Each competition, the children selected	

Lancashire Small Athletics Competition – compete against other local small schools in the Lancashire schools sports event	as table tennis, glow dodgeball, athletics & rounders).		were carefully considered to allow as many children who wanted to, to take part in a sports competition.	
Target girls football – competition against sister school	Children took part in a range of athletics activities, we targeted certain groups of children to take part in the event.	£50 transport	50% of children took part in their first ever athletics completion.	Continue to enter future Lancashire events, against small schools. Choose certain children of children to offer competition opportunities.
Year 5/6 Curling competition	Linking with our sister school, to support and encourage values and relationship education – getting to make new friends and working with children of diversity. Having girls' football linked to our sister school, to promote competition for girls football.	£30 transport	100% of the children who took part in the event enjoyed the competition and would like to take part in more girls football competitions in the future.	Build on this event to have a termly competition, potentially with other schools in the local area, to continue to promote girls football.
	Year 5/6 children took part in 6 weeks of curling from the local curling club. All children had done curling before for 6 weeks, this was a unique opportunity to build on those skills to take part in a competition against local schools.	£250 transport	The children entered the curling competition and achieved a third place finish, following a whole day of competition. 100% of the children enjoyed taking part in a new competition.	Continue to build on the good relationship we have with the Flower Bowl, to look at future competitions and targeting groups of children.

Signed off by	
Head Teacher:	Miss S Deakin
Date:	17.07.23
Subject Leader:	Mr J Gilmour
Date:	17.07.23
Governor:	Mr. P Rydeard
Date:	17.07.23

Created by:



Supported by:

