

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

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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 2022/23	£17,353.45
Total amount allocated for 2023/24	£18,580.00
How much (if any) do you intend to carry over from this total fund into 2023/24?	£15, 913.49
Total amount allocated for 2023/24	£35,933.45
Total amount of funding for 2023/24. Ideally should be spent and reported on by 31st July 2024	£

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	88%
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	81%
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?

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: 10/07/2024		
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: 16.03%
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>Physical Education Children benefit from a progressive scheme of work, written with careful consideration of the aims of the National Curriculum, to ensure a wealth of opportunities to develop physical skills as well as developing the whole child.</p> <p>Physical Activity Children engaged in high quality play/regular activity throughout playtime and lunchtime break to increase: mental wellbeing, pupil aerobic activity, team building and communication; balance, co-ordination and core strength; skills and tactics.</p> <p>Resources: Sports equipment purchased, with intent of increased participation in lessons and improvement of skills, as children have equipment that is fit for purpose.</p>	<p>2023/2024 1 x 1 hour PE Sessions (from GetSet) each week for all children in school.</p> <p>EYFS We are Adventurers</p> <p>5 a day Fitness Subscription</p> <p>Repairs to indoor PE equipment</p> <p>Repairs to outdoor PE equipment</p> <p>Replenish and buy new PE equipment</p> <p>Bike Repairs (EYFS)</p>	<p>GetSet4PE - subscription</p> <p>£1,650</p> <p>£323</p> <p>£441.56</p> <p>£705.01</p> <p>£1989.41</p> <p>£300</p>	<ul style="list-style-type: none"> - Boys more active than girls at break and lunchtimes. - All children are active in EYFS - we are adventurers, positive impact on resilience, team working and being active. - PE Equipment has been reorganised and replenished to ensure all children have access. - All equipment fit for purpose. - Lunchtime equipment has been reorganised and replenished so that all equipment is fit for purpose. - Playtime equipment is organised in classes and teachers are responsible for ensuring equipment is used at playtime. - Lunchtime cards purchased. 	<ul style="list-style-type: none"> - Ensure 2 x 1 hour of PE completed weekly - PE starts and finishes in the classroom. - Non negotiables for PE - PE leader to compile. - Reinstate play leaders to ensure lunchtime equipment is organised, used and looked after. - Active playtimes - teachers are responsible for active playtimes e.g running circuits, races, skipping, dance and all children to take part.

<p>SEND support Identify children who need additional / adapted resources to support learning</p> <p>Teach the importance of healthy eating and being physically active. To support long term behaviour changes in pupils and develop social and psychological wellbeing</p> <p>PHSE Links</p>	<p>Lunchtime staff to receive games / activity lists to organise lunchtimes (KR)</p> <p>https://www.youthsporttrust.org/resources/character-and-leadership/top-play-complete-set-of-8-resources TOPS cards</p>	£144.60	<ul style="list-style-type: none"> - Most SEN children take part in PE lessons and are active during the lesson. Very small number of children not participating in PE lessons due to needs, sensory and SEMH. - Cycle shelter purchased and children encouraged to bring bikes and scooters to school to keep active. 	<ul style="list-style-type: none"> - Ensure all children participate in PE lessons through adapted lessons. - Pupil voice for children with SEND/EAL & girls in y5&6 regarding engagement with PE. - Reception and Y1 balance bikes - Y3 & Y4 Learn to ride - Y6 Bikeability including road safety.
	<p>Storage sheds</p>	£208.32		
	<p>Cycle shelter to enable children to use their bikes/scooters on way to school and safely store in school during the day.</p>	£0 Grant		

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

Percentage of total allocation:

3.33%

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>External recognition for PE and the impact it has on the schools priorities, values and ethos</p> <p>PE and school sport is visible in the school (assemblies, notice boards, school website, local press, pupil reward and recognition of pupils)</p> <p>Pupil leadership skills in sport encourage pupils to take on leadership or volunteer roles that support sport and physical activity within the school.</p> <p>Pupils, staff and parents are aware of sporting activities and achievements across the school.</p>	<p>School Sport Award - Gold target</p> <p>Leadership training - for intra and inter school sports.</p>	<p>£950</p> <p>£244.99 - external noticeboard</p>	<ul style="list-style-type: none"> - Achieved for 2 consecutive years. - Notice board for intra schools sports in place & updated regularly. - Children excited to be involved in intra school sports - Pupils given leadership for football matches as team captains and special recognition 	<ul style="list-style-type: none"> - Continue to achieve the Gold target for next 2 academic years to move onto platinum. - Enhance membership with PE association to increase CPD opportunities for staff £1850 - Improve sports/PE information & celebrations on website.

			badges/certificates given for outstanding resilience and effort <ul style="list-style-type: none"> - Parents regularly updated by text and newsletter about sporting events and achievements - Staff emails sent regularly to update on sporting events 	<ul style="list-style-type: none"> - Develop Play leaders.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation: 2.41%
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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:
To embed new PE curriculum and use of GET Set for PE resource Professional development for PE Subject leader	PE lead to monitor delivery of the resource and audit PE equipment to ensure what we have is adequate Membership of afPE Youth Sports Trust	£550 get set for PE subscription. £200 £115	<ul style="list-style-type: none"> - PE Subject lead has observed lessons, identifying good practice and areas for development. - PE equipment reorganised and ordered - Youth sports trust and AFPE not utilised as well as could have been. <ul style="list-style-type: none"> - New subject lead to adapt LTP for PE - Analyse responses from staff voice and arrange CPD accordingly. - Closely monitor quality of delivery of 2 hours of PE (including swimming) - Ensure youth sports trust and AFPE are fully utilised by all staff members to support

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation: 30.56%
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Intent	Implementation	Impact	
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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>To provide a greater range of sporting/ physical activity in addition to curriculum time in order to broaden experience and allow pupils to discover talents</p> <p>Lunchtime Club</p>	<p>Nursery/Reception: Dance Workshop</p> <p>Year 1:Simply Cycling</p> <p>Year 2:Treetops Nets</p> <p>Year 3 :Manchester Climbing Centre</p> <p>Year 4:Chill Factor-e</p> <p>Year 5:Debdale Sailing Centre</p> <p>Y6: GoApe</p> <p>Year 5: Open Day Cricket</p> <p>Whole school skipping workshops</p> <p>Year 6: Greater Manchester Fire & Safety Centre</p> <p>School football team away games</p> <p>Skateboarding</p>	<p>£250</p> <p>£0</p> <p>£1,333.75</p> <p>£675</p> <p>£375</p> <p>£892.48</p> <p>£1,330.50</p> <p>£385</p> <p>£865</p> <p>£300</p> <p>£140</p> <p>£4,434</p>	<p>Children have had the opportunity to take part in activities which they would not usually partake. Children have been asked for their opinions on the various sports, some have heard of them and others have not. Some children were excited to learn new skills and others were nervous.</p> <p>Child A had never been to treetop nets and was nervous as they were scared of heights. They persevered and managed to walk, run and bounce on the nets above the tree and slide down the highest slides. The child was very proud of themselves.</p> <p>Child B had never attended climbing before and has SEN. Child B managed to climb the highest wall and was very proud of themselves.</p> <p>Child C is scared of water and didn't want to attend the sailing trip. Child C also has SEN. The sailing was adapted for Child C as a member of staff took Child C round the lake on a boat with class teacher.</p> <p>Child D had never ridden a bike but learnt during the trip to simply cycling.</p> <p>Children have received 1 full term of skateboarding 1 day per week at lunchtime. Children have developed their balance and skills</p>	<ul style="list-style-type: none"> - Continue to provide free trips to introduce all our pupils to a broader range of sports and activities. - Provide free lunchtime and after school clubs to include martial arts, football, dance and cheerleading.

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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3.39%
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:
Internal competition	Key phase competitions (discuss with KPLs)		- Currently, years 4,5 and 6 are participating in an inter school football tournament. 2 children from each of these year groups, including both boys and girls are playing a round robin tournament with the winner awarded the Disbury Cup (trophy)	- Continue intra school sports as part of Disbury Cup.
External competition	Release teacher to accompany children and pay for services of sports coach to support .	£1184.75	- Increase in pupil participation for inter schools sport competitions, including football, rounders, cross country	- To continue to participate in aspire and excel competitions (aspire - participation for all, excel - competitive).
	Football kits	£32.59	- Larger football kits for older footballers	

Signed off by	
Head Teacher:	Gabrielle Eccles
Date:	18/07/2024
Subject Leader:	Jonathan Wood
Date:	18/07/2024
Governor:	Monica Strothers
Date:	18/07/2024