

# 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 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	£ 17,876
How much (if any) do you intend to carry over from this total fund into 2022/23?	-£36.00
Total amount allocated for 2022/23	£ 17,804
Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023.	£ 0

## 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>Self-rescue techniques in swimming lessons.</p> <p>Self-rescue in Adventure Endeavour curriculum on dry land.</p> <p>Water safety in swimming lessons.</p> <p>Be able to swim 25m competently by end of Year 6.</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>	<p>88% (34 children in total)</p> <p>5 out of 34 children were unable to swim this distance before completing swimming lessons over three terms (over three years – Y4, 5, 6).</p>
<p>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</p>	<p>74%</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>88%</p>
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	<p>No</p>

## 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>	
<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: 22%
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?:	
<ul style="list-style-type: none"> <li>Engage in regular physical activity for at least 2 hours a week.</li> <li>Develop positive play during playtimes and lunchtimes. Active play reduces behaviour incidents and develops pupil motivation, and physical confidence. Engaging in the natural environment has a positive effect on children’s emotional and physical wellbeing. Pupils will report more positive attitudes to physical activity.</li> <li>Ensure high quality PE sports coaching and resources to ensure full participation and engagement. Pupils will report more positive attitudes</li> </ul>	<ol style="list-style-type: none"> <li>Ensure that all children get at least two PE lessons a week.</li> <li>Purchase of lunchtime resources including playground games to encourage enjoyable physical activity.</li> <li>Ensure that children have two play-times in the day (no curtailing of the afternoon break). Encourage active play and engagement with the natural environment.</li> <li>Pupils are encouraged to be active at play-times and normal physical activity is not curtailed e.g. handstands and cartwheels etc... This is part of the therapeutic risk</li> </ol>		£4000 Breakdown: £1200 Ribble Valley Sports Partnership £2800 Resources including improvement of play areas/maintenance, resources, cover for classes during training, PE lead CPD	<ul style="list-style-type: none"> <li>Pupils are more active at lunchtimes with more active playgrounds at lunchtimes with different play resources available. Physical activity has increased and is sustained throughout the year. Less behaviour incidents at lunchtimes.</li> <li>Protection of the afternoon break-time so that children can get much-needed physical activity. Children engage with the natural surroundings during the day.</li> <li>Children are happy and excited to come to school and love being outside. They are physically active, performing handstands and</li> </ul>	
			Sustainability and suggested next steps: <ul style="list-style-type: none"> <li>Train lunchtime activity leaders to encourage physical activity.</li> <li>Purchase balance bikes for EYFS.</li> <li>Team games at lunchtimes.</li> <li>Rota of activities in EYFS to include physical games e.g. throwing and catching, dance, active nursery rhyme songs, balance bikes.</li> <li>Daily mile to increase the amount of physical activity on a daily basis for children.</li> <li>Ensure that this year’s achievements are sustained and improved in 2023-2024.</li> </ul>		

to PE and physical activity.	they take – we acknowledge that there is a risk of injury to doing most things like running and jumping, but there is also a risk of not doing these things as well.		cartwheels. They engage in their own invented physical games, which encourages team play and competitive spirit. They share and play together. They are able to risk assess their own play and can self-manage e.g. rocks, climbing trees, trim trail apparatus.	
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**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement** Percentage of total allocation: 25%

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:
<ul style="list-style-type: none"> <li>Learn 6 key disciplines of PE throughout the year including Striking and Fielding, Dance, Gymnastics, Sending and Receiving, Invasion Games, Athletics and Swimming and Water Safety.</li> <li>Engage in competitive sport through the PE Sports Partnership and the Ribble Valley Games competitions.</li> <li>Increase participation in competitive sports through extra-curricular clubs.</li> </ul>	<ul style="list-style-type: none"> <li>Long term planning includes the six disciplines.</li> <li>Participation in boys’ and girls’ inter-schools football leagues, train two mixed netball teams, running team and Ribble Valley cross country competition and local swimming gala.</li> <li>Bikeability (Y5) and Balanceability (YR).</li> <li>Staff training – sports coaches (Prime Sports and TAG Sports North West) to train PE lead and staff in delivery of a wider range of PE provision.</li> </ul>	<p>£9200</p> <p>Breakdown: TAG Sports North West sports coach training and delivery.</p> <p>Prime Sports coach training and delivery.</p> <p>Dance teaching, netball team</p>	<ul style="list-style-type: none"> <li>Children can participate in a range of different sports because of the delivery of six different disciplines through the year.</li> <li>Support and involve the least active children by providing targeted activities e.g. extending school sports, running club, girls as well as boys teams for football. Sports coaches trained staff including the PE lead to deliver a range of sports and improved the quality of the provision.</li> <li>Entered more sports</li> </ul>	<ul style="list-style-type: none"> <li>Throwing and catching: there are still a group of children in each class who need to improve this area.</li> <li>Participate more fully with the Games part of the Sports Partnership.</li> <li>Continue to train all staff in the delivery of a broad and balanced curriculum (sports coaching to train and share expertise).</li> </ul>

	<ul style="list-style-type: none"> <li>Swimming lessons – Year 4, 5, 6 complete one term of swimming lessons (not funded from Sports Premium money).</li> <li>After-school clubs including Netball Club, Football Club, Benchball, Multi-Skills, Dance and Musical Theatre (Made for Stage).</li> </ul>	<p>staffing, football training staffing.</p> <p>£4804</p> <p>Breakdown:</p> <p>Cover for classes during training.</p> <p>Competition staffing and cover – swimming gala, running cross country competitions, football league.</p> <p>Swimming Level 1 Water Safety and Competency in Swimming training 2 day course for four teachers.</p>	<p>competitions than last year with two netballs teams and increased provision (lunchtime club run by PE lead and TA), Ribble Valley running competition and football league.</p> <ul style="list-style-type: none"> <li>Two football teams: girls and boys teams. Participation in inter-schools league.</li> <li>All children can swim at least 25m by the end of Year 6.</li> <li>Children learnt road safety during Bikeability.</li> <li>85% could ride a bike proficiently at the end of Bikeability.</li> <li>60% of children could ride a balance bike by the end of Balanceability (YR).</li> <li>Extra-curricular sports clubs provision increased, including Netball Club, Football Club, Benchball, Multi-Skills, Running Club, Dance and Musical Theatre (Made for Stage). More children engaged in sport from 2022-23. A greater number of children participated in extra-curricular sports clubs in 2022-23 than 21-22.</li> </ul>	
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation: 14%
<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:

<ul style="list-style-type: none"> <li>• Pupils will benefit from staff having high quality training e.g. sports coaches and PE lead to disseminate training to staff. Membership of Sports Partnership.</li> <li>• Staff will learn six different disciplines and the key skills inherent in these disciplines. Supported by the sports coaches and the PE lead, this aims to build skills, knowledge and confidence in PE delivery.</li> <li>• Staff will deliver a PE curriculum centred around the three Ps – purpose, perspiration and pleasure.</li> <li>• A bespoke PE curriculum which focuses on the barriers our children have in physical activity e.g. less outdoor time, more screen time, weaker throwing and catching skills, sending and receiving, knowledge of team sports.</li> <li>• Train 4 swimming coaches in water safety and competency in swimming.</li> </ul>	<ol style="list-style-type: none"> <li>1. Sports coaches delivered lessons so teachers could observe, including the PE lead.</li> <li>2. Six different disciplines of PE taught throughout the year (long term plan).</li> <li>3. Staff are better trained to deliver a range of sports. Pupils to complete six different units of PE this year.</li> <li>4. A bespoke PE curriculum designed by our PE lead.</li> <li>5. Four members of staff trained to do a two day course in Level 1 Water Safety and Competency in Swimming.</li> </ol>	<p>(£9,200 sports coaching – see above)</p> <p>CPD training for staff and staff cover in school for the duration of the course.</p> <p>Subject leader PE lead time as and when needed – observing coaches and disseminating training to other staff.</p>	<ul style="list-style-type: none"> <li>• Teachers have greater confidence in teaching a wider range of sports. Pupils experience a broader curriculum.</li> <li>• The bespoke curriculum designed by the PE lead supports teachers to understand the teaching steps for each skill.</li> <li>• Children engage with sports competitions more readily.</li> <li>• Teachers are keen to continue to improve their knowledge and skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to improve on this year’s successes.</li> <li>• Improvement of skills such as throwing and catching, kicking and receiving, passing and receiving, bowling, hand-eye co-ordination, long-distance running, sprinting.</li> <li>• Increase staff knowledge of different sports competitions.</li> </ul>
<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>				<p>Percentage of total allocation: 25%</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>	<p><b>Impact</b></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:	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:
<ul style="list-style-type: none"> <li>Staff will learn six different disciplines and the key skills inherent in these disciplines. Supported by the sports coaches and the PE lead, this aims to build skills, knowledge and confidence in PE delivery.</li> </ul>	<ol style="list-style-type: none"> <li>Sports coaches delivered lessons so teachers could observe, including the PE lead.</li> <li>Six different disciplines of PE taught throughout the year (long term plan).</li> <li>Staff are better trained to deliver a range of sports. Pupils to complete six different units of PE this year.</li> <li>A bespoke PE curriculum designed by our PE lead.</li> </ol>	<p>See above for coaching allocation and CPD for PE lead and the rest of the staff.</p> <p>Subject leadership PE lead time and cover.</p>	<ul style="list-style-type: none"> <li>Greater confidence in a range of sports.</li> <li>Progress made with a range of skills evidenced by PE assessments (6 children from start to finish of each unit – 2 low, 2 medium, 2 high).</li> </ul>	<ul style="list-style-type: none"> <li>Continue to hone PE assessments, to enable us to continuously improve.</li> <li>Continue to provide a broad experience of different sports (PE curriculum and extra-curricular clubs) and activities (lunchtimes, EYFS provision).</li> </ul>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				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:
<ul style="list-style-type: none"> <li>To engage in the PE sports partnership competitions.</li> <li>To ensure that all children have the chance to participate in sports competitions.</li> </ul>	<ol style="list-style-type: none"> <li>Sports day events for EYFS, KS1 and KS2. Include Athletics in our long term planning. Ensure that this builds a progression of skills so that children in KS2 learn events that are age appropriate (javelin, hurdles, sprints, relay, discus, hammer, long jump and triple jump).</li> <li>Enter Ribble Valley Cross Country competition. Set up a running club to train for this. Target children who are least active as well as other children.</li> <li>Compete in the football league with the Sports PE Partnership. Ensure there is a girls' team and a boys' team.</li> <li>Set up a netball team and play inter-schools competitions. Learn the rules and where each position plays. Target children who are least active.</li> </ol>	(£1200 – see above for Sports Partnership)	<ul style="list-style-type: none"> <li>Girls and boys football team have played in the league.</li> <li>As a result of playing in the league, some girls have joined Clitheroe Wolves girls football team.</li> <li>Two successful sports days as a culmination of our Athletics unit. Competitive spirit evident throughout. New skills learnt and evident throughout each unit and sports day event.</li> <li>Entered RV Cross Country competition. A few children have been selected to run in a further competition as a result of high ranking. Running club has encouraged greater participation.</li> <li>Two netball teams with both boys and girls.</li> <li>Multi-skills after school clubs have increased</li> </ul>	<ul style="list-style-type: none"> <li>Continue to engage in sports competitions by being part of the Games sports partnership.</li> <li>Continue to run a range of extra-curricular sport to encourage increased participation in competitive sport.</li> </ul>

			competitive attitude. Children are keen to get involved in sport.	
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Signed off by	
Head Teacher:	Elizabeth Hamilton-Thorpe
Date:	18/07/23
Subject Leader:	Zara Calton
Date:	18/07/23
Governor:	Lee Birkett
Date:	20/7/23