

# 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](https://www.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. **All funding must be spent by 31st July 2023.**

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](#).



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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£17790
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17,790
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 16,992

## 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 2022.</p> <p>Please see note above</p>	45%
<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>	45%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	40%
<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>	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:		
<p><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</p>			Percentage of total allocation:	
			13%	
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 gain platinum status for the play that our school provides through OPAL accreditation. This would mean that our playground and play offer is inspiring and active.	We developed a 'working party' of staff and governors that drive the focus of play throughout the school. We deliver play-based assemblies. We have fully overhauled our playground to ensure that numerous and varied activities of play are encouraged. We trained all staff. We have had 'stay and play' opportunities for parents to attend to further embed the ethos.	£2250	Children are more happier and active on the playground. We gained our platinum accreditation following an assessment of our play. Children are encouraged to do activities that they may not normally have done such as: sled puppling, tug-o-war, creative play, climbing activities and team-building/problem solving.	OPAL play is now embedded within the school's ethos and is a main focus of what we deliver for our children. It is constantly updated and evaluated to ensure that children keep getting new experiences and different ways to be active.
To begin developing an 'Active Curriculum' throughout all subjects that are taught.	Staff have received some training on active curriculum strategies. SLT have carried out a self evaluation on the school's current provision. Active curriculum to be part of the school SDP	£0	Staff are using discrete ways to get children moving within lessons. This will be further developed.	Active Curriculum to be placed on SDP and further staff CPD to be provided to make this a more key element within every

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	in 2023-24.			day teaching practice.
<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: 15%
<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:
Improve children’s confidence, resilience and raise aspirations.	Through ‘risk-reward’ in play, children will be encouraged to take risks with their play by staff supervision. Children will be asked to investigate and push boundaries in a safe manner which will then be celebrated in assembly.	£2250	Children have stated they are happier and that playtime helps account for this. A high percentage of children say they feel more confident with taking risks AND with failure through the activities provided and encouraged during playtimes.	Staff to continue to be encouraged to promote ‘risk-reward’ play. PE lessons also to include a ‘character development’ target within each session that focuses on areas such as, ‘perseverance, resilience’ etc.
Achieve School Games Mark – Gold	Profile of sport to be raised within school through the application process for the schools mark: competitions, number of children attending clubs etc		Awaiting accreditation	N/A
Menta Health Ambassador training and development in partnership with RST.	MHA to be trained in accordance with RST. They will be made visible to rest of the school and will help Learning Mentor in their role with low-level counselling needs.		MHA’s have had a recognisable role in assisting and helping children on the playground. They are celebrated and they are visible at all times for all children to talk to.	Current MHAs to train up their successors. Within class assemblies, some time given to MHAs to promote their skills and attend a different class assembly each week to discuss

<p>To provide inclusive opportunities for our children with SEND.</p>	<p>During the academic year we have had coaches from RST working with our children with specific needs. We will also make an effort to provide clubs that are inclusive and accessible for all children.</p>	<p>£400</p>	<p>Through the use of the RST coach, children in our EYFS have had quality 1:1 coaching based around the FMS. We have provided clubs such as: puppeteering, hiking club, table tennis and multi-skills to enable our less confident children, or children with SEND to be able to participate and enjoy.</p>	<p>any needs with that class. TA3 has been in the sessions and has observed what activities the RST coach has delivered so can deliver them herself if needed.  Clubs will continue to be developed next year.</p>
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<p><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>				<p>Percentage of total allocation:</p>
				<p>34%</p>
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>Specialist gymnastic and dance coach employed through RST to work alongside staff and develop their skill-set following staff discussion on areas of weakness.</p>	<p>Employ specialist gymnastic and dance coach through RST to deliver sessions and CPD for staff.</p>	<p>£2340</p>	<p>Pupil's have been exposed to high-quality teaching which has improved standards significantly. Teachers have received CPD throughout the sessions by observing the coaches which will then be implemented into their teaching.</p>	<p>Coaching to be provided for dance and OAA next academic as staff feel unconfident within these units. This will feed into sustainability.</p>

Providing iPads to each class teacher to enable them to assess children within lessons using the PE Passport. iPad could also be used as an AfL tool within sessions for groups to use.	iPad to be purchased and given to staff alongside further training on PE Passport App.	£3320	Staff have been able to assess children confidently and competently across all units of PE.	Staff to use PE Passport and their iPads within each PE session.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 22%
<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 develop after-school provision so that range of sports and clubs are provided to ALL pupils across ALL age ranges.	After school clubs to be developed that increases participation from children as well as a range of different sports to engage our children.	£0	A wide range of clubs have been provided that hadn't been in previous years. These include: table tennis, hiking club, puppetry, multi-skills and girls football. Clubs have also been developed to ensure that EYFS, KS1 and KS2 have had access.	To continue discussing with staff AND a child-centered voice about what clubs should be provided for next year.
Purchase equipment to enable access to range of sports and activities within curriculum-based PE and extra-curricular PE.	Equipment needs to be brought in to allow accessible curriculum and after school PE and Sport	£3932	The equipment bought has allowed staff to deliver a better range of lessons, clubs and activities for our children. This has been invaluable in establishing a balanced PE curriculum and offer.	An audit shall be carried out on the equipment we have in order to ensure that this range of activities and sport can still be provided.

			This further promotes the opportunities for children to attend Level 2 competitions.	
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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:
Through membership of SSP, Broadway has access to range of different sports.  To ensure Broadway is part of a competition pathway within the Rossendale region and can compete in Level 2 competitions	Membership to be paid for so that children have access to various inclusive sports, Level Two competitions and other specific sport Membership to RST will be paid and completed. Competition calendar will be analysed to think about which clubs to provide children within the academic year	£2500 (both bullet points).	We have taken part in eleven competitions as well as three local football leagues for our children. We have had over 70 children compete for the school.	This will be continued next year regardless of funding as the competition pathway is important.
Children to partake in Level One competitions (intra-school) at the end of PE units wherever possible.	Staff have been notified that Level One competitions should be used at the end of units as a chance for assessment as well as providing children with the opportunity to have	£0	Children have been having access to Level One competitions at the end of the PE units. This has given all children the opportunity for competition at some level.	This will be continued and further embedded across the next academic year.



	competitive experience in a familiar environment.			
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Signed off by	
Head Teacher:	Chris Bolton
Date:	20.6.23
Subject Leader:	Jim Fowler
Date:	13.6.23
Governor:	<i>C. O'Brien</i>
Date:	20.06.23