

# 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](#).



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£18,470
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£18,700
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£ 18,700

## 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>	8% 3/39 children
<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>	8% 3/39 children
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	8% 3/39 children
<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

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## 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:22/6/23	
<b>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</b>					Percentage of total allocation: £10,517 56%
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 increase the opportunities for pupils to be engaged in physical activity.	Consult pupils to determine what equipment the children would like on the playground. Consult with companies to paint marking on to front pitch.  Staff to plan physical activities during curriculum time. For example: <ul style="list-style-type: none"> <li>• Brain breaks</li> <li>• Body coach mini HIIT sessions.</li> <li>• Golden Mile</li> <li>• Active Maths starters</li> </ul>	£1610,40	Children heavily involved in decision making in developing PE and sport to support engagement. All classes voted on their favourite line markings for the playground and have enjoyed using them at break times.  Daily, planned physical activities to increase confidence and well being (to promote being active for 30 minutes in school). Timetabled into every class timetable.	Monitor equipment use and replenish resources as needed. Monitor condition of line markings, and how to make them last longer. Consider pitch/court line markings for front pitch?  Continue raising the profile of brain breaks when needed and through Fit Fridays to continue building well-being and being active.	
	Forest School timetabled for Reception children.	£0	Will encourage being active, moving about, being physical.	Timetable physical activity sessions into timetable.	
	Train children to become Play Leaders.	Play leaders £0	Engaging with children to support physical activities, confidence and engagement. Support children with activities to do and engage more children to be active. 19 play leaders	Year 5 play leaders to continue into Year 6 and support and 'buddy' up with Year 5 children later on in the year to show them what to do.	

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	Invest in replenishing PE equipment and learning resources to provide the children with various opportunities to develop skills and enjoy PE.	£10,106.60 Minus transport £200 Minus LLG £1000 <b>= £8906.60</b>	have been trained this year.  Increased participation in PE and lunch and after school clubs. Play equipment bought to provide opportunities for more physical activities on the playground.	Maintain the importance and focus on PE and strive for the Gold School Games Mark award to recognise the strength of the school sports.
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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:

£1000 5%

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 promote and increase aspiration and motivation to lead a healthy lifestyle.	Invite athletes into school to share their experiences with children.	N/A		A focus for next year, linked to Leigh Rugby cup winners.
	Continue to celebrate both team success and individual sporting success both in and outside of school.	N/A	An increasing percentage of pupils take part in sporting competitions throughout the year, in and out of school.	Maintain an ongoing culture for physical activity. Allow children who haven't taken part in competition this year, to enter them next year (log book).
	Ensure sporting successes are reported via Twitter or on the School Website PE teacher to choose a child per year group to receive PESSPA certificate in lessons.	N/A	PE board celebrates sporting successes. Website and Twitter demonstrate sporting activities. Each week children will receive a PE certificate.	Children can see their own and others successes and encourages them to want to try.
Continue to buy into LLG sporting competitions.	Provide opportunities to children to take part in activities they may not otherwise get to do and allow children of all ages and abilities to try new things and join in.	£1000	Increased participation, self esteem and confidence. Raised awareness and positive impact of being physically active through PESSPA. Most year groups had an	Continue entering as many competitions as possible giving different children the opportunity to take part and work towards the Gold School Games Mark award.

			opportunity to take part in a competition.	
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**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport** Percentage of total allocation:  
0%

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:
At St Gabriel's, we have always invested in specialist sports coaches who deliver the PE curriculum, as well as after school sporting clubs to enhance the subject knowledge for all staff. The coaches have worked alongside our PE subject leader to ensure consistency in assessment judgements and an increasing knowledge of the curriculum amongst staff.	Continue to monitor the standard of teaching and learning regularly in PE lessons and continue to develop staff expertise and subject knowledge in the delivery of PE through LLG CPD training.	£0	Subject knowledge developed for staff in the delivery of PE- new PE progression document has been made for all staff to read and know how PE progresses from Pre School to Year 6. Staff understand the progression of skills taught in PE.	PE Leader to continue working alongside the Sports Coach and through LLG Network of PE Leaders. PE leader kept up to date via emails and Whatsapp group.
Continue to offer quality first teaching in PE for all pupils. Staff to access CPD during PE sessions delivered by Coach.	Continue to work on and implement a Long Term Vision document for PE & School Sport which fully aligns to school values and mission. Use this vision to determine long term planning and sport premium spending.	£0	Enable children to attend competitions and represent school for a variety of reasons including to increase their confidence, self esteem and sense of belonging. Reward this in school and recognise via the display board and twitter.	Refresh long term vision for PE and present to staff during staff meeting or inset. Sports coach to reinforce Core Values through PE. Display Long Term Vision. Promote competitions and allow children who haven't had opportunities so far to enter.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: £6983 38%
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>Pupils participate in a wide range of sporting activities in school and through competitions.</p> <p>To ensure high quality lunch time experiences and after school clubs which encourage new skills and activities.</p> <p>After school clubs offered this year-</p>	<p>As many children offered opportunities to take part in competitions as possible, for each year group, including SEND children.</p> <p>Through long term planning for the After School Club. To ensure a wide variety of sporting opportunities are offered.</p> <p>To subsidise extracurricular clubs enabling more children to participate before and after school.</p> <p>Ensure through long term planning of the curriculum, a wide variety of sporting opportunities are offered.</p> <p>Ensure the percentage of children who meet the standard for</p>	<p>£6983</p> <p>£0</p> <p>£0</p>	<p>Pupil voice indicates a positive experience of physical activities at breaks and generally in school including,</p> <ul style="list-style-type: none"> <li>• Lunch time games</li> <li>• School sport team training</li> <li>• Preparation for attending various competitions</li> <li>• Play leaders working with younger children as role models and mentors.</li> </ul> <p>Children participate in a wide range of sporting afterschool clubs.</p> <p>Children who need more lessons will have the time to develop their</p>	<p>A range of physical activities are planned and mapped into the yearly overview.</p> <p>Children not achieving swimming are identified and offered extra</p>

	swimming by the end of Year 6 increases (extra lessons in year 5 or 6).		swimming skills and confidence to achieve the end of school target.	swimming lessons in Upper Key Stage 2.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£200 1%
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 ensure that as many pupils get the opportunity to play /perform in competitive, inclusive sport through the consortia and feeder high schools.	<p>P.E lead to provide overview of competitions.</p> <p>Ensure a range of sporting opportunities for all year groups and fair access for all pupils.</p> <p>Provide adequate training in preparation for competitions.</p> <p>Continue working with the LLG Schools Partnership enabling school to enter all organised competitions and work towards a school games mark award.</p>	£200 Transport costs	<p>Children of all ages and ability have opportunities to take part in competitions to develop skills, confidence and self-esteem. As well as show good sportsmanship.</p> <p>Competitions entered- boy/ girl mixed ratios.</p> <ul style="list-style-type: none"> <li>Football tournament</li> <li>Football competition Yr 2/3</li> <li>Hockey Competition Yr 5/6</li> <li>Cricket competition Yr 5/6</li> <li>Fencing competition Yr 3/4</li> <li>Basketball competition Yr 5/6</li> <li>Dodgeball competition Yr 3/4</li> <li>Highland Games (SEND) Yr</li> </ul>	<p>Commitment to Consortia based competitions.</p> <p>Dedicated member of staff funded to ensure competitions are entered.</p> <p>Organise a more reliable form of transport for competitions (have a contract with a minibus company).</p>



			<p>5/6</p> <ul style="list-style-type: none"> <li>• Sports festival- Rec (cancelled- strikes)</li> <li>• Netball competition Yr5/6 (cancelled- rained off twice)</li> </ul> <p>Pupil voice- Children who took part enjoyed taking part and felt their confidence increase. They felt like they had achieved something by representing school.</p>	
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Signed off by	
Head Teacher:	Mrs Williams
Date:	07/07/2023
Subject Leader:	Mrs Parsonage
Date:	07/07/23
Governor:	Mr D Melling
Date:	07/07/2023