



The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 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](#)



SUMMARY OF FUNDING

Total Allocated academic year 2023-2024 – Lump Sum	£16,000.00
Total Allocated academic year 2023-2024 – additional £10 per pupil from NOR January 2023	£2080.00
TOTAL ALLOCATION	£18,080.00

How and when will the funding be allocated?

The premium for the 2023 to 2024 academic year is paid in 2 instalments as follows:

Financial year	2023 to 2024 academic year	Payment date	Amount Received
2023 to 2024	September 2023 to March 2024 (7/12)	October 2023	£10,366.00
2024 to 2025	April 2024 to August 2024 (5/12)	April 2024	£7,714.00

Key priorities and Planning

Academic Year: 2023/24		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:
					% TBC
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?
1. To provide children with high quality PE and help maintain physical and active lifestyles 2. Extra-curricular clubs are run regularly throughout the school year and offer opportunities for children in Key Stages 1 and 2 – a number of different sporting clubs are run throughout the year, aimed at different age groups.		1. Ed Start Sport Coaching to deliver high quality PE sessions ensuring learning activities are matched to children’s abilities, narrow the gap of attainment between pupils and challenge more able. 2. Ensure after school clubs are offered to all classes. Spreadsheet made to ensure fair access for all pupils. All vulnerable children to be given opportunity to take part in a lunchtime club and/or afterschool club.		See costs for all clubs in table below. See costs for all clubs in table below.	Continuing to employ a specialist teacher of Physical Education (Ed Start) to work with teachers to deliver high quality P.E. lessons once a week helps teachers to develop their subject knowledge and skills further, plus support teachers with monitoring the progress of each child by completing the Purchasing specialist clubs to deliver activities such as Rugby League and Boxing for
Look at purchasing the Ed Start curriculum to better enable teachers to ensure the PE lessons that they deliver marry what our sports coaches lead. Additional benefits – equipment audits, lesson plans and a curriculum scope outline for the subject lead.					

			one morning each week. The activity will change each half term and be available to children from year 1 to 6. · Ensuring all year groups have two high quality lessons of P.E. each week. · New equipment needed for P.E. sessions to support all children with making at least good progress. · A focus on outdoor adventure and developing the skills for this further (in addition to our Forest School sessions).	
3. Ensure our vulnerable children are accessing physical activity beyond the 'curriculum' 4. Pupil Questionnaire – children have voice to suggest and vote for alternative P.E provision. 5. Provide a range of equipment for daily sport activities for the children to remain active at lunch times and play times e.g. use of the MUGA throughout the week, playground sports equipment out. Zones on playground to ensure adult is present. a. Ensure Daily Mile and	3. SEND break time groups set up for both KS1 and KS2. Children to develop confidence and basic skills. 4. P.E lead to create a questionnaire to roll out at lunchtime to gather opinions. 5. P.E lead and lunchtime staff to monitor play leaders and the equipment.	(Part of Ed Start and Provision Costs) No cost See costs for all clubs in table below.	We have enhanced, extended or inclusive extra-curricular provision with a variety of sporting providers within school. Pupils' positive attitudes to health and well-being has seen a huge increase and although this continues to stay a whole school priority we are proud of how well our children can articulate that they know how to look after their own mental health and well-being and it's link to sports.	Continue to take part in cluster competitions and sporting tournaments and encourage these developing links. Continue to rigorous approach to tracking and monitoring the children's invitations and attendance to extracurricular sports clubs, competitions and tournaments.

Active Brain Break are consistent across all year groups – share ideas with all staff. 6. Kick start effective and manageable Lunchtime Play Leaders – meet with them every half term to generate ideas and new activities.	6. P.E lead to send emails and monitor Daily Mile effectively. Whole school incentives in colder months (Race to the North Pole) P.E Leader to have termly meetings with Play leaders.	No cost	We have increased school-community links under the guidance of our schools games organizer at our feeder high school. Children are tracked using a whole school spreadsheet to record how many sporting events or clubs they have had the opportunity to be involved in. We utilise this to ensure every child has had the opportunity to represent school and have extracurricular opportunities. Children with Special Educational Needs and disabilities are also provided with the opportunity to participate in extracurricular sporting activities. All children reach their daily target to be active for 60+ minutes per day. To enhance and increase this we provide opportunities such as the daily mile, national fitness days, lunchtime zone activities, and various afterschool opportunities each week.	
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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:
				% TBC
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:

1. Ensure each half term we supplement our P.E provision with external companies & sports. Monitor smooth transition of new P.E external companies within our P.E curriculum.	1. Staff to ensure Sports companies are booked for each half term following children's interests & supporting local clubs and sports in the area. P.E lead to monitor smooth transition to St Brendan's.	See costs for all clubs in table below. <u>Autumn 1</u> Wigan Warriors <u>Autumn 2</u> Tom Luke Tennis <u>Spring 1</u> Strikerz Football <u>Spring 2</u> Future Stars <u>Summer 1</u> Martial Arts <u>Summer 2</u> Children's Yoga	See the list of sporting companies who have worked in school this academic year. PE lead works closely alongside each different company and with Ed Start Coaching who have been working with our school for the entire academic year. Communication, observations and monitoring is regular and as a result our PE Curriculum is carried out accordingly.	
2. Promote the profile of PE, School Sport and Physical Activity by incorporating intra-school competitions (House Football & Daily Mile incentive) Intent to raise positive behavior in all aspects of school.	2. Y5 & 6 House Football led by parent governors & Y3 & 4 led by Ed Start in Lunchtime club.	See costs for all clubs in table below.	Taking part in sporting activities are not based on pupil's behavior as we believe that all children should have the opportunity to develop their own talents and interest. As a school we pride ourselves on our excellent code of conduct from our staff, children and their parents and family members	
3. All children to take part in themed days (National Fitness Day & International Dance Day – covered by Mrs Willaims)	3. Raise the profile of fitness and active healthy lifestyles.	No Cost		

4. Provide a range of equipment for daily sport activities for the children to remain active at lunch times and play times e.g. use of the MUGA throughout the week, playground sports equipment out. Zones on playground to ensure adult is present. (Implementation and Cost above)		See costs for all clubs in table below.	when representing our school at sporting competitions and tournaments. See social media for evidence of our many sporting theme days and competition entries.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				% TBC
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:
1. Ed Start to deliver CPD throughout year and upskills staff in delivering units of PE. 2. Learning Walk – Lesson Observation of Teacher Lead P.E Lessons & Sports Coach Lessons. 3. P.E Lead to attend training and courses when and where possible. 4. 4 .Ensure teaching staff are aware of all aspects of our new P.E curriculum.	1. 1 .CPD drop in's available with Coach Tom every half term 8.00am – 8.40am. Staff Questionnaire to be completed to assess which P.E topics to focus on in CPD sessions. 2. Ensure consistent approach of P.E is being taught across school. 3. Develop subject knowledge to be shared and gain an insight on the areas within school that can be improved 4. Emails & monitoring of subject.	(Part of Ed Start and Provision Costs) No Cost No Cost See costs for all clubs in table below.	Our Ed Start Coach Tom is available for all staff to discuss and provide coaching and development to ensure all aspects of the curriculum are covered accurately. Steve who is our link lead from Ed Start makes regular termly visits to chat to the PE Lead and provide additional support or CPD where required. Coaching, monitoring and observations are also provided by Ed Start of their own employees and regular discussion for feedback are available. Time spent attending meetings with local networks and clusters take place termly with PE leads. Payments such as entry to a	Continue to carry out good practice and further develop the communication, CPD and coaching opportunities for all staff.

			variety of competitions and affiliation are recorded.	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: % TBC
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 no know and what can they now do? What has changed?	Sustainability and suggested next steps:
1. Provide a variety of additional sports opportunities through our additional P.E provisions. 2. Identify less active children and ensure they have opportunity to try new sports and encourage participation in inter-school comps and outer-school comps. 3. Linked to CST – Y5 to complete Paralympics P.E focus (hire of wheelchairs to use in a P.E lesson)	1. Complete children questionnaire to ensure children's voice is heard. Book in different sport business each half term. 2. Continue to use Excel spreadsheet to ensure all children (highlighting those on PPG) have access to participation. 3. Ensure planning and organisation of lesson.	See costs for all clubs in table below. No cost See costs for all clubs in table below.	See above list of sporting companies who have worked in school this academic year. Children identified as less active, less confident, disadvantaged or SEND are more regularly given opportunities to enter and represent school or take part in afterschool sporting activities. Not completed this academic year - will carry over	Look to applying for the school games mark in the next academic year due to the success of recording children sentry and invitations into sporting opportunities. Look at further embedding CST into PE curriculum.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				% TBC
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:
1. Ensure children are given the opportunity to compete at appropriate levels. 2. Continue to raise the profile and increase the level of take up in Girls Football and provide a pathway for future success, 3. Within school, range of interhouse (intra-school) competitions are held for all children to engage with. Additionally, staff are encouraged to include an element of competition within lessons.	1. School Games Partnership with Thornleigh – sign up for competitions each half term. Complete excel sheet. 2. Girls to take part in Inter house comps, Bolton School comp. Training for girls (afterschool club) 3. Continue to hold intraschool competitions for all children to take part in. Ensure opportunity for elements of competition through PE lessons.	See costs for all clubs in table below. No cost No cost	Aspire/ A and B team events are consistently provided now through our school games organisers. Although due to the high demand from primary schools these need to be attended on a fair basis. More cluster events are being run to accommodate this so hopefully an increased amount of opportunities for all children will be readily available. Girls football continues to be of a high profile as boys, the school runs the same about of boys/girls and mixed team competitions. House cup football continues to be a highlight of our summer term this is run by our Year 5 teacher and supported by our Ed Start PE Coach and is very well attended.	Continue to lead on organising more cluster competitions and roll out these for a wider groups of pupils, age groups and sports. Continue to run our house cup football – this year track the attendance of the children who take part.

Swimming Data

Meeting National Curriculum requirements for swimming and water safety.

Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	100%	<i>We had a student join the Y6 cohort this year. Which would then bring us to 96.66%.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	100%	<i>We had a student join the Y6 cohort this year. Which would then bring us to 96.66%.</i>
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	100%	<i>We had a student join the Y6 cohort this year. Which would then bring us to 96.66%.</i>
If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?	Yes/No – N/A	Year 6 pupil attending the year 5 swimming session this year to ensure she met eh standard before moving to high school.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/ No	Not needed at this time

Breakdown of spending

Provider/Items Purchased	Cost/Spent
EdSport – 1 full day each week	£ 7,790.00
Wigan Warriors – Autumn 1 – Morning session each week	£ No Cost
Tom Luke Tennis – Autumn 2 – Morning session each week	£ 900.00
Strikerz Football - Spring 1 – Morning session each week	£ 630.00
Future Stars - Spring 2 – Morning session each week	£ 1,000.00
Martial Arts – Summer 2 – Morning session each week	£ 1,400.00
Children's Yoga – Summer 2 – Morning session each week	£ 1,176.00
Extra-curricular clubs	£ No Cost
House Football – Winners' Cup and Medals	£ 100.00
Outside storage unit for Lunchtime provision	£ 848.00
Equipment for daily sport activities	£ 2,000.00
P.E Lead to attend training and courses and classroom cover	£ 1,000.00
Linked to CST – Y5 to complete Paralympics P.E focus	£ 1,000.00
Bolton School Games Affiliation fee (via Thornleigh)	£ 100.00
Sports Day Equipment and prizes	£ 250.00

Total Allocated academic year 2023-2024	£ 18,080.00
Total Spent	£ 18,194.00
Total Overspent (to be covered by School Budget)	£ 114.00