

# 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](#).

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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 2022/23	£21318
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2023/24	£25,000
Total amount of funding for 2023/24. <b>Ideally should</b> be spent and reported on by 31st July 2023.	£25,000

## 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>Through outside agency, Arcadia Leisure Centre, Manchester children are taught to swim competently, confidently and proficiently over a distance of at least 25 metres. To use a range strokes effectively and perform safe self-rescue.</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>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.</p> <p>Please see note above</p>	87%
<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>	59%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	78%

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: 2023/24		Total fund allocated: £25,000		Date Updated: 05.04.24	
<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:
					Part of DDSM Budget
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:
All pupils to receive 2 hours taught PE a week	2 sessions timetabled. 1 inside and 1 outside. Use of all space in the school GetSet4PE use to ensure staff confidence when carrying out lessons.			Staff and children confidence continues to grow. Knowledge from staff and children evident through staff and pupil voice/	Continue to monitor that 2 sessions of PE are still be done.
Lessons to be more active throughout the day and across the curriculum	Use of GetSet4PE to allow teachers gain ideas for more activity within lessons.			Some staff have found it useful integrate active lesson to allow children refocus	Continue the use of GetSet4PE
Brain breaks to be used to re-focus children and improve concentration	Use of GetSet4PE for brain breaks.			Some staff have found it useful integrate active lesson to allow children refocus	Continue the use of GetSet4PE
Increase participation in extracurricular activity	Pupil voice carried out to gain interest of what certain children might like to participate in. Coaches provide a wide range of activities and different sports.			More children (especially girls) have taken up sporting activities during their own time at breaks	Continue to encourage children to partake in physical activity during break times. Introduce extrinsic rewards to encourage more
Enhance activity at lunch and break	Coaches providing a range of different activities at lunch. TAs		% coaches	Time table provided to children to allow them to have	Build on the variety available to the children.

	supplied with activities for break.		choice of which activity they would like to participate in.	
Sports ambassadors and sports crew in UKS2	Children that applied from year 5 last academic year are to take the lead role. Coordinator to provide training for children.		Sports leaders are starting to grow in confidence of leading sessions. Children leading other children to play	Continue to train sports leaders and encourage others to join
All pupils to participate in an intra-competition every half term	Opportunities provided within PE lessons for children to compete in competition.		At the end of each unit, children are given the opportunity to experience competitive activity	Continue for next year
All pupils to participate in whole school intra-competition once a term	Time provided for children compete against other children across the year group or key stage.			
Intra school challenges to compete in	Challenges provided to children across the school. Children can provide evidence through different mediums.			
Introduce morning activities	Time provided to children in the morning to be active.		Due to timetable constraints this has been inconsistent	Develop for next year
Special events promoted to parents	Events happening across the school are advertised through the website, social media and newsletters.		Tournaments displayed and events made aware to parents	Continue for next year
Daily 5	Reintroduce a daily 5-minute workout for children. Each day or week a new exercise or routine to be introduced to children that they can use at home or in school.		Under development still. Look to use GetSet4PE for ideas to be introduced	Continue to look at for next year
<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: 3.8%
<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 hold an annual high profile Sports Day/Week	Traditional annual Sports Day held with activities - differentiated across key stages	£300 sports day resources and rewards	All key stages have had the opportunity to compete against each other	Possibility of mixed gender events. Change of certain events for variety
Visual celebration of Sport in the school	Update the Sports photos around school focussing on girl/ethnic/SEND participation created on the boards in the gym hall.		Photos of PE displayed at the front of the gym hall	Purchase protective display so achievements can be displayed also
Ensure that leaders are clearly recognized	Sports ambassador tees/jumpers		Bibs used so the children are visible on the playground	Possibly something more personal to the leaders introduced
Assemblies lead by students to celebrate sporting achievement	A half termly update from sports ambassadors of the sports that have taken place over the half term.		Some assemblies achieved but not consistent	Adapt timetable for ambassadors to share their news
Invite visitors to school as role models	A visitor from a professional athlete		Children met Ayaz and Rey. Ayaz was a Paralympian athlete and Rey will be competing at Paris 2024.	Future visits planned for

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				75.6%
<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 keep up to date with current PE	Continue to attend cluster	£900 (L5 Sports	PE Leader achieved Level 5 in PE	Possible Level 6 entry

practices.	meetings/subject leader meetings Share training with PE team and Head teacher Information disseminated to staff as appropriate.	leadership)	subject leadership. Knowledge passed onto staff on high quality teaching and practice.	
Children engaging in a range of sports and activities weekly	Sports Coach in place to deliver high quality sessions for our children, engaging them in a range of sports and activities during lunch times Not just football – children are given the opportunity within school and out of school to experience new sports.	DDSM £17,000	Children have been exposed to less traditional sports within lunchtimes and after-school clubs. Chapel street have excelled in competitive tournaments this year.	Continue to expose children new sports and competitions
PE scheme investment	3 years purchased with GetSet4PE after a successful first full year. Robust and clear planning for teachers.		Staff are becoming more confident with the scheme which shows through monitoring with the children – knowledge and understanding of what the children have learned is good	Continue with staff CPD to continue confidence throughout the school.
PE Curriculum	Curriculum made clear to staff of what is expected to be taught across the year.			
Coordinator to team teach/support	PE coordinator to lead and monitor PE across the school			
Develop teacher friendly assessment tool.	Develop half termly/termly assessment template and other schools' system of tracking data. GetSet2PE assessment tool could		Children are assessed through formative assessment – key vocabulary and questions given to the children to assess their	Continue to update and adapt AfL



	be trialed.		learning.	
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 10%
<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 ensure there are enough resources to allow for each sport to be taught effectively	Purchase and restock any necessary resources to match with the school's PE long term plan.	£2500		
To ensure our children who excel in this area are targeted and gain encouragement, opportunity and challenge.	Opportunities given to children to participate in competitive tournaments against other schools in the Manchester area.		Children have been exposed to less traditional sports within lunchtimes and after-school clubs. Chapel street have excelled in competitive tournaments this year.	Continue to expose children new sports and competitions
Develop experiences of new sports both traditional and non-traditional sports.	Pupil voice with the children. What sports or activities would they be interested in taking part in? Provide the children an opportunity to experience new activities.			
Updated PE curriculum	Coordinator to map a curriculum that provides the children with a wide range of skills and experiences.		Children are exposed to new skills through different mediums of sport and activities	Continue to develop the curriculum and look for opportunities to build on skills learnt
Pupils engage in extracurricular activities	Broad range of clubs provided to children. Pupil voice used to understand what children might be interested		After-school clubs have been full and children have been engaged with extra-curricular activities	Look for more opportunities for outside agencies to provide school with more unique experiences

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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				8%
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:
Children engaging in a range of competitive sports and activities weekly, developing skills to use in competition.	Sports Coach in place to continue to deliver high quality sessions/clubs and lunchtime provision for our children, engaging them in a range of sports and activities.		Children have been exposed to less traditional sports within lunchtimes and after-school clubs. Chapel street have excelled in competitive tournaments this year.	Continue to expose children new sports and competitions
Develop skills for competitions via specific teaching.	Staff follow GetSet4PE planning which has a competitive element built in to each lesson. Liaise with DDSM to ensure clubs and lunchtime activities relate to upcoming tournaments.		Chapel street have excelled in competitive tournaments this year.	Continue to expose children new sports and competitions
Interclass competitions	Lead a termly interclass competition. Linking to skills and sports practised over the term. Introduce a school leader board that can be		Interclass tournaments participated in.	Leader boards need developing.

	shared with the school.			
To support access to level 1 and 2 competitions	<p>Participation in more competitive tournaments that involve a wide range of sports that children may not be familiar with.</p> <p>Manchester PE Association membership</p> <p>To facilitate the transport to and from events.</p> <p>Continue to develop links with high schools and primary schools in the surrounding area.</p>		Chapel street have excelled in competitive tournaments this year.	Continue to expose children new sports and competitions

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	B.Morgan
Date:	10.07.24
Governor:	
Date:	