

# 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	£16,500
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£16,680
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 18,545

## 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>All children in Years 4 have had a full year of swimming. Any child from Year 5 and 6 who need extra sessions have received a full year of swimming.</p> <p>Water safety is taught as part of the curriculum.</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>	89%
<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>	89%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	89%
<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>	Yes/ <b>No</b>

## 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:		
<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: 72.8%	
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<p>All pupils to understand that physical and mental health are closely linked and benefit well-being.</p> <p>To improve general fitness of all pupils and mental well-being.</p>	SSP Trained play leaders -Year 5 Sporting competitions via SSP Support through a range of sports awards Team teaching Purchase a range of resources and equipment to improve the provision of access to wider range of sports on offer i.e., handballs, skipping ropes, French elastics, new netballs etc	£300	Play leaders enjoyed training. They have devised games and led games at lunchtimes. Behaviour at lunchtime has improved and children more active.	New year group to be trained and observe current play leaders.
	Year 2s 5s to take part in 'Bikeability' sessions during the Lent Term	£200	Children can ride their bikes safely and have an awareness of the skills needed to ride their bikes. Some children do now ride their bikes to school.	Attain Mode Shift Stars Accreditation Bronze Award
	Two classes receive ½ hour physical activity per day at lunchtime through PAS coach.	£4,875	Children have built fundamental skills and can now work collaboratively and a positive impact on behaviour.	Continuing due to increased positive behaviour on the playground and to help the children work collaboratively
	Two sport afterschool clubs free to pupils.	£2,730	Children have learned many new sports games and have developed	Continuing after school clubs, however, there needs to be

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	Forest Schools: To allow children to experience outdoor learning. To develop character skills, and enjoyment of being physically active. Each child has received a 2 hour session x6 over the year.	£5,400	and built the fundamental skills  Children have learned in an outside environment. They appreciate the outdoors and have learned many things about nature and taking care of our environment.	anconcentration of linking to community opportunities e.g. gymnastic clubs, rugby clubs etc.  Continuing forest schools because the progression of Children's attainment within the classroom has improved through active outdoor learning.
<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: 1.8%
<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:
Colour run: Children were invited to attend and participate in a 'colour run' at school. This encouraged fitness and community spirit.	Brought the school together as a collective with a joint aim.	£300	Children have more awareness of charity fundraising and how they can use exercise to raise money for them and how fitness can be fun.	Continue to raise the profile of the school via social media platforms. Have celebration assemblies that celebrate positive behaviour during sports activities. Raise the profile with the governing body.  Attain school games mark Gold award.
Delivery of a consistent and engaging programme of progressive PE lessons using a broad range of different sports to develop physical skills, as well as developing the whole child.	Use of Tameside active curriculum and coach to teach a progressive programme.	See below	Children are confident to try a range of different sports Development of self-esteem, confidence, and physical fitness Children understand their own strengths and weaknesses.	Rewards system based on values Celebration assemblies Children develop sports leadership in organising events

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				36%
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 utilise the Sports Coach to train, mentor and deliver first quality PE teaching and ensures there is progression across all year groups.	To employ a Tameside Sports Coach	£6000	Lesson observations of teachers teaching PE, evidences strong teaching and pupils making progress in acquiring skills.	The PE Lead reviewed provision termly. Pupils participated in a range of sporting opportunities including, tennis, hockey, cricket, rugby, gymnastics, netball, basketball, dodgeball, athletics, and dance Own staff teaching PE next academic year.
Training needs analysis: Identify areas for development and also further areas for collaborative working. (Curriculum and after school clubs)	Design a questionnaire to school staff to identify areas of need and confidence.		Gymnastics and cheerleading was identified as an area of development needed for staff.	This year cheerleading took place through partnership with local company. Look at TA or teacher being trained next academic year to do in house.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				7.1%
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:

Additional achievements:  Affiliated with High Peak School and Sport Partnership  Affiliated with PLT.	Children participated in many events. Cheerfest/ mapquest/tennis and many more.  Children participated in rounders/ dance days'/ football tournaments.	£850  £350	Children have enjoyed learning new skills alongside other local schools. They have learnt how to work as a team.	To continue to affiliate with both and attend all offered events. Use minibus and driver to get to events.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2.2%
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:
High peak SSP and Glossopdale	Prioritise events to attend that will support school games mark	£see above	Events have been prioritised and work towards the games mark has begun.	Continue and ensure we clarify the intent of the event to make sure we have invited the right children. Ensure inclusivity.
New girls football team started up.	New girls football team started with staff member coaching after school. Friendly matches set up with local school.	£	Increase in girls playing football. Skills and teamwork improved.	Girls team to continue to grow and play against other teams. School to be able to compete in Glossopdale girls football competition.
Sports kit added to ensure correct kit for all when participating in events.	Sports kit added to.	£150	All children enjoy wearing and feel proud of their school when wearing kit.	To look at ensuring all children have correct footwear. School exchange service to be introduced.

To compete in Cheerfest	BASE instructor carried out 6 training sessions.	£100	Children were excellent ambassadors for the school and coach praised their behavior. They competed in the competition and did very well. They all the enjoyed the experience.	To train a staff member to become a cheerleading coach.
	Cheerleading uniform bought.	£100		
	Minibus used for competition.	£20		

Signed off by	
Head Teacher:	G Beaumont
Date:	6 <sup>th</sup> July 2023
Subject Leader:	G Beaumont and D Quigley
Date:	6 <sup>th</sup> July 2023
Governor:	Reg Tabb
Date:	10 <sup>th</sup> July 2023