

# 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 that 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 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 evidence is 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](#).



## Detailswithregardtofunding

Pleasecompletethetablebelow.

Totalamountcarriedoverfrom2021/22	£None
Totalamountallocatedfor2021/22	£20689
Howmuch(ifany)doyouintendtocarryoverfromthistotalfundinto 2022/23?	£None
Totalamountallocatedfor2022/23	£20800
Totalamountoffundingfor2023/23.Tobespentandreportedonby31stJuly2023.	£20800

## SwimmingData

Please reportonyourSwimmingDatabelow.

Meetingnationalcurriculumrequirementsforswimmingandwatersafety.  N.B.Completethissectiontoyourbestability.Forexampleyoumightpractisesafeself-rescuetechniquesondrylandwhichyoucanthentransfertothepoolwhenschoolswimmingrestarts. <b>Duetoexceptionalcircumstancespriorityshouldbегiventoensturingthatpupils canperformsafeselfrescueeven if they do not fully meet the first two requirements of the NC programme of study</b>	
WhatpercentageofyourcurrentYear6cohorts swimcompetently,confidentlyandproficientlyoveradistanceofat least 25 metres? <b>N.B.</b> Eventhoughyourpupils mayswiminanotheryearpleasereportontheirattainmentonleavingprimary school at the end of the summer term 2022. Pleaseeseenoteabove	%60
WhatpercentageofyourcurrentYear6cohortusearangeofstrokeseffectively[forexample,frontcrawl,backstrokeandbreaststroke]? Pleaseeseenoteabove	%60
<b>WhatpercentageofyourcurrentYear6cohortperformsafeself-rescueindifferentwater-basedsituations?</b>	%60
SchoolscanchoosetousethePrimaryPEandSportpremiumtoprovideadditionalprovisionforswimmingbutthis must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes/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:	
<b>Key indicator 1: The engagement of all 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:
					84%
Intent	Implementation		Impact		
Your school focus should be clear what you want the pupil 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:
<ul style="list-style-type: none"> <li>To ensure that all pupils are developed both physically and mentally through high quality PE provision and delivery.</li> <li>To promote healthier lifestyles and more active recreation times (playtimes/lunchtimes) through improvements to playground. E.g. purchasing of new goal nets, basketball nets and PE equipment.</li> <li>Sport coaches employed for delivery of after school provision.</li> </ul>	<ul style="list-style-type: none"> <li>Everton coaches, Rebound Dance teachers booked to assist the delivery of high quality PE.</li> <li>Sports coaches booked for after school clubs (Liverpool FC Foundation, Ki-Fit boxing and Healthy Active Lifestyles)</li> <li>New PE lesson plans and curriculum overview with support of Get Set 4 PE.</li> <li>PE timetable regularly updated.</li> <li>PE equipment updated to enhance lessons and make break times more active.</li> </ul>		£17,941	<ul style="list-style-type: none"> <li>Children participating in a range of sports on the yard due to updated equipment, such as goals, basketball nets, balls and table tennis bats.</li> <li>Children participating in a range of sports after school now such as athletics, netball, dodgeball, boxing, tennis, football.</li> <li>91% of children asked who attended club rated clubs a 4 or 5 out of 5 for enjoyment this year.</li> <li>22.5% of children who responded to pupil voice had attended more than one club.</li> </ul>	<ul style="list-style-type: none"> <li>Use the multi-goals to their full capabilities, e.g. basketball, football and cricket. These goals will be long lasting, ensure they are used correctly – dinner time staff and teachers.</li> <li>Refine extra-curricular offer next year to focus on what the children want (use pupil voice for this).</li> <li>Continue to provide children with essentials needed in order for ALL to be physically active and access school sport.</li> <li>Whole school approach to sport clubs, more staff to help out at lunch times/after school</li> </ul>

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			<ul style="list-style-type: none"> <li>We have ran over 31 after school clubs this year.</li> <li>Out of 180 children who completed the Google Form, 97.8% sometimes or always enjoy PE.</li> <li>Out of 180 children 60.8% had taken part in a club (107 children).</li> <li>Staff members in school have undertaken CPD through participation in extra-curricular clubs. This has then been cascaded through to other staff. This is then for staff to run their ow clubs 23-24.</li> <li>100% of staff said children in their class had attended a before or after school sport club.</li> </ul>	with clubs to develop children’s skills for competitions.
<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%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
Your school focus should be clear what you want the pupil to know and be able to do and about what they need to learn and to consolidate through practice:	Makesure 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:

<ul style="list-style-type: none"> <li>Continue to raise profile of PE and sport through display, newsletter and Twitter.</li> <li>Physical education prepares all children to be physically and mentally active, fit and healthy for life. This is an important aspect of our school ethos.</li> <li>Encourage children and staff to see the importance of PE and see the benefits of the subject.</li> <li>Clubs offered to all year groups.</li> <li>Bigger promotion of clubs and more clubs offered has led to us hosting our own 'Children's University' type ceremony to reward hours put in.</li> </ul>	<ul style="list-style-type: none"> <li>Signpost children and families to newsletter, Twitter and website.</li> <li>Purchase staff PE kit to raise profile and standards in PE.</li> <li>New clubs offered to every year group to raise profile of PE in school.</li> <li>Host our own SMMJ Children's University ceremony.</li> </ul>	£187	<ul style="list-style-type: none"> <li>Children regularly appear on the newsletter for their sporting achievements in school and out of school. As a result of this the children are keen to share their sporting news with us (both in and out of school) and there is a clear sense of pride when their successes are celebrated both in school assemblies and within the weekly newsletter.</li> <li>100% of staff said they have found their PE kit raised the profile of PE and sport.</li> </ul>	<ul style="list-style-type: none"> <li>Inspire ALL children to participate in a range of extra-curricular clubs, e.g. SEN.</li> <li>Use Twitter/Instagram more effectively using the KSSP hashtag, we have used newsletter well this year.</li> <li>Create a display in the gym of sporting achievements.</li> <li>Continue to update staff PE kits to raise the profile of PE.</li> <li>Run Children's University.</li> <li>Two hours of PE next year.</li> </ul>
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**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport**

Percentage of total allocation: 4%

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>Makesure 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>
<ul style="list-style-type: none"> <li>Provide high quality, focused continuous professional development to support the delivery of high quality physical education and school sport.</li> <li>To support the delivery of PE through the embedding of a new PE curriculum.</li> <li>Coaches employed to deliver</li> </ul>	<ul style="list-style-type: none"> <li>Implementation of specialist Physical Education coaches to ensure high quality teaching as well as providing CPD (Rebound Dance, LFC, boxing and Everton coaches).</li> <li>High quality focused CPD for staff to support delivery</li> </ul>	£750	<ul style="list-style-type: none"> <li>100% of staff found Get Set 4 PE helpful.</li> <li>100% of staff found specialist coaches helpful.</li> <li>100% of teachers recognized the impact of after school clubs.</li> </ul>	<ul style="list-style-type: none"> <li>Staff must teach own PE at least for one term.</li> <li>Coaches distributed across school more so a range of teachers experience CPD.</li> <li>PE lead to organise CPD.</li> <li>Swivl clips to be</li> </ul>

after school clubs.	<p>of PE.</p> <ul style="list-style-type: none"> <li>• Subject gaps to be identified e.g. confidence in staff teaching PE (teachers and TA's).</li> <li>• Get Set 4 PE paid for and adapted to help delivery of PE. Knowledge organisers, lesson plans, resources provided.</li> </ul>			recorded of warm ups, cool downs, etc.
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<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>	Percentage of total allocation: 6%
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Intent	Implementation	Impact	Sustainability and suggested next steps:
<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> <ul style="list-style-type: none"> <li>• To facilitate/attend sporting events in the local area/nationally to enthuse pupils learning as part of KSSP/LSSP.</li> <li>• To review the range of sports offered to pupils during PE lessons to broaden their experience.</li> </ul>	<p>Makesure your actions to achieve are linked to your intentions:</p> <ul style="list-style-type: none"> <li>• A range of competitions entered through KSSP.</li> <li>• Different children selected depending on competition.</li> <li>• Intra school competitions.</li> <li>• Inter school competitions with local schools meaning a range of children can be</li> </ul>	<p>Funding allocated:</p> <p>£1350</p> <ul style="list-style-type: none"> <li>• Larger range of sports offered as part of the curriculum.</li> <li>• Children attended a wide range of competitions such as football, cricket, boccia, table tennis, athletics, dodgeball, futsal, curling.</li> </ul>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <ul style="list-style-type: none"> <li>• Run a more refined range of clubs next year focusing on what the children have requested and what competitions are coming up.</li> <li>• More SEN competitions internal and external.</li> </ul>

<ul style="list-style-type: none"> <li>Preparation of athletics track/improvements to school field.</li> </ul>	<p>selected.</p> <ul style="list-style-type: none"> <li>After school clubs offered to children in all year groups.</li> <li>A range of sports offered for example dodgeball, tennis, boxing as oppose to just football.</li> </ul>		<ul style="list-style-type: none"> <li>Broader range and more after school clubs offered including tennis, netball, dodgeball, athletics, football, boxing.</li> <li>Over 31 clubs offered to children.</li> <li>107 out of 180 children who completed the Google Form had taken part in a club.</li> <li>47.8% of 180 children said they had represented school at a competition.</li> </ul>	
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				3%
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:
<ul style="list-style-type: none"> <li>Ensure competitive opportunities are fully accessed with a consideration for all year groups and abilities.</li> <li>Allow all children to take part in competitions in school and outside of school.</li> <li>Purchasing of equipment to host competitive sport opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Continue affiliation to competitive sport associations e.g. KSSP and LDCSA.</li> <li>Seek out opportunities for all children to engage in competitive sport e.g. Boccia and New Age Curling etc.</li> <li>Monitor who is attending competitions.</li> <li>Seek out opportunities for intra-sport within our school cluster.</li> </ul>	£190 £382  Total: £572	<ul style="list-style-type: none"> <li>As a result of participating in the Knowsley School Sport Partnership (KSSP) events, tournaments run by Liverpool and Everton Football clubs and a local cluster group partnership, a wide range of pupils (including pupils with SEND) have had the opportunity to participate in competitive sport.</li> <li>Out of 382 children, over 50% said they had represented</li> </ul>	<ul style="list-style-type: none"> <li>Continue engagement with Knowsley SSP and School Games.</li> <li>Identify new competitive opportunities in a range of sports for children.</li> <li>Build on competitions with local school clusters to provide opportunities for children who may usually miss out</li> </ul>



			<p>school for a club or competition</p> <ul style="list-style-type: none"> <li>• Pupils (in particular Y6 pupils) have had the opportunity to take part in some intra school competitions. Evidence from pupil voice suggests that pupils enjoy this experience.</li> <li>• Competitions organized with local schools to increase participation.</li> <li>• Girls Y5/6 team reached the LFC Finals for the first time.</li> <li>• 60.8% amount attended a competitive club.</li> </ul>	
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Hope Whewell
Date:	7.7.23
Governor:	
Date:	