

# 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	£5842.85
Total amount allocated for 2021/22	£18600
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£18,400
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£18,400

## Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.  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. <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>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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. Please see note above	15%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	15%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	100%
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?	Yes

## 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:£18,400	Date Updated:12 <sup>th</sup> July 2023	
<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				Percentage of total allocation: 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?:
Physical activity is very important to all of our pupils. Our intent is to look at developing the opportunities that we already have to engage pupils in daily physical activity and expand this offer further. We will do this through encouraging more physical activity at break times and training “Play leaders” to promote physical activity at lunch time. The aim is to promote a wider variety of play and activity at break and lunchtimes.	<ul style="list-style-type: none"> <li>• Observe playground behaviour and activity levels.</li> <li>• Consider current levels of physical activity at break and lunch times.</li> <li>• Discuss the opportunities to develop this further with both staff and pupils.</li> <li>• Purchase equipment to promote physical activity at break and lunch times.</li> <li>• Consult with welfare staff and provide training.</li> <li>• Play leader application forms out.</li> <li>• Select and train play leaders.</li> <li>• Create timetable for play leader duties.</li> </ul>		£150 ESPE to deliver Play Leader training and initial set up.  £271.06 Equipment for Play Leaders.	<p>Playground behaviour on the KS2 yard was observed by ES late in the Autumn term. Many of the pupils were active during lunchtimes with the vast majority of pupils playing football. As a result, there were some pupils around the outside of the playground with little to do and little space to play. As a result, it was decided that we would introduce playground leaders on both the Key Stage 1 and Key Stage 2 playgrounds at lunchtimes, with a section of the playground dedicated to play leader activities. To aid the playground leaders we purchased new equipment to engage the children. Welfare staff were briefed, and a rota set up so that the play leaders would get the opportunity to lead on both the KS1 and KS2 playgrounds.</p> <p><b>Sustainability</b> The equipment purchased will be available in future years. The welfare staff are becoming more confident in supporting pupils. They will continue to do this throughout their employment at Daisyfield.</p> <p><b>Next steps</b> Look at opportunities to improve the play leader’s programme. Rewards and recognition for play leaders. Discuss with pupils’ and welfare staff improvements they would like to see. Continue to ensure that the play leaders have a suitable area on the key stage 2 playground.</p>

			<p>Play leader training was delivered in Jan 23. Pupils applied for the roles with both the number and standard of applications being high. Team leaders were chosen from the applications. Our pupils are very enthusiastic about being play leaders and enjoy the opportunity to set up activities for other pupils. They have also developed their leadership skills over the terms. Subsequent playground observations showed that there were a variety of pupils playing with the playleaders and pupils from different class and both boys and girls mixed much more than in the areas where football is played.</p>	
<p>Promote physical activity both within and outside the school day and support parents in providing an additional 30 minutes of physical activity.</p>	<ul style="list-style-type: none"> <li>Consider opportunities to promote daily activity in the school day.</li> <li>Consider how we can promote daily physical activity to our families.</li> <li>Book Bikeability training.</li> <li>Ensure that Y5 parents are informed and that pupils need a road worthy bike.</li> </ul>	<p>Bikeability training - free</p>	<p>Very few of our pupil's cycle. 12 pupils from Y6 received Bikeability training with all pupils passing the Level 1 and level 2. It was a challenge to find enough pupils with bikes, which we will address in the next academic year by hiring bikes for the whole class. As this was our first year of providing Bikeability, we found it a good learning experience for staff. The pupils thoroughly enjoyed the opportunity to take part in the Bikeability training. The first day involved pupils completing a variety of challenges on the playground to develop control. On the second day pupils enjoyed learning how to ride safely on the roads. This very important as we have some very</p>	<p><b>Sustainability</b> EYFS and KS1 class teachers understand the importance of active minutes and why it should be included in the school day.</p> <p><b>Next steps</b> Continue to provide opportunities to promote active minutes, share good practice and support staff as needed. Consider how to further engage parents in supporting 30 minutes of daily physical activity. Carry out a survey to establish current activity levels outside school and parents' opinions. Examples could include "Walk to school Wednesday". Continue to provide active homework.</p>

			<p>busy roads around school. EYFS and KS1 classes start every day with Wake and Shake activities as well as getting outside most days for an active break in the afternoon. LG states that “it is really beneficial for our pupils to get up and moving during the school day.” This is less consistent in KS2 which we will look to develop next year.</p> <p>In the summer term we also introduced a “whole school wake and shake” every Thursday morning led by ES. Staff commented about how much they enjoyed the whole school coming out to exercise together and that the pupils look forward to the wake and shake. During the Summer Term we started to set “active homework” to encourage families to be more active outside of school. This has only been running for a term, but we have already had some parents share some lovely pictures of their children being active at home.</p>	
<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:
				4%
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:

Support the PE subject leader, who is new to the role. PE remains a focus in school and needs to be driven by the subject leader.	<ul style="list-style-type: none"> <li>• ES and LD to meet regularly to plan action points.</li> <li>• Update the curriculum map and keep informed of national updates.</li> <li>• Update the PE policy and share with staff.</li> <li>• PE skills progression document.</li> <li>• Observation of staff and quality assure visiting staff.</li> <li>• Audit school staff and consider needs.</li> <li>• Set up pupil voice.</li> <li>• Ensure that PESS premium is reported and spent wisely.</li> </ul>	£406 Cover for PE lead	<p>Due to timetable constraints LD and ES have not been able to meet as often as planned. However, LD has attended networking events and meetings with the Lancashire PE Advisor. Following the meetings LD has shared key information around the national updates with staff as appropriate.</p> <p>PE documents are up to date, in particular the PE Policy, curriculum map, EYFS Physical Development plan and PE Progression documents. LD observed ES teaching a Gymnastics lesson who found it helpful to observe the key skills needed in Gymnastics. It was beneficial to see ES teaching and observed her to be high quality and appropriate for our school. LD also observed staff from Progressive Sport, and they offered different activities to promote FMS in KS1 and provided staff with new ideas beyond the Lancashire planning that is followed in school. Staff from Progressive Sport were observed to be of a good standard, however lacked consistency in the coach provided to teach the sessions. LD completed pupil voice with our pupils and found that :</p> <ul style="list-style-type: none"> <li>• Our pupils enjoyed PE lessons outside.</li> <li>• They could use PE vocabulary to explain what they had been learning.</li> </ul>	<p><b>Sustainability</b></p> <p>PE has strong SLT support in school. LD has continued to develop her subject leadership to support staff in continuing to develop and lead PE across the school.</p> <p><b>Next steps</b></p> <p>Continue to support PE subject leader next year and plan how to develop PE further.</p>
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			<ul style="list-style-type: none"> <li>• A good understanding of the benefits of PE and how to stay safe.</li> <li>• They were excited about the equipment they got to use as it was of a good quality.</li> <li>• SEND children like PE because they didn't have to do any working out and they could use their bodies.</li> <li>• Nurseries favourite equipment was the monkey bars (climbing frame).</li> <li>• Clubs tend to be boy heavy which puts the girls off attending – request to offer more girls only clubs.</li> <li>• KS1 expressed that they would like more clubs, with orienteering being a favourite request.</li> </ul>	
Continue to support and provide guidance for all staff in using the PE passport app for planning, teaching and assessment. This will ensure consistency across the school and has the benefit of all aspects being in one place.	<ul style="list-style-type: none"> <li>• ES to update PE passport to include the new curriculum map.</li> <li>• Share with staff.</li> <li>• LD and ES to support staff in using PE passport.</li> <li>• ES to support staff in lesson in using PE passport for assessment.</li> <li>• LD to remind staff to complete assessments .</li> <li>• LD to monitor the use of PE passport and the effectiveness of the resource.</li> </ul>	£285 PE passport app	<p>During the Autumn term we had (as did many other schools) issues with the PE passport platform. Unfortunately, this delayed staff in getting started with using the resource on a regular basis initially. By the end of Autumn 2 all staff were confident in using the platform for planning, teaching and assessment as well as recording evidence for PE. Staff were all supported by ES in PE lessons in the best use of the app and to give individual support. During the sessions many staff stated how much they enjoy using PE passport</p>	<p><b>Sustainability</b> Staff are able to use the platform and are much more confident. The planning and experience will remain with staff throughout their career.</p> <p><b>Next steps</b> Consider other schemes of work such as PE Passport without Lancashire planning and Get Set for PE as by the end of the year staff found the planning complicated to follow in some units and lacked progression from one year to the next.</p>



			and that the sessions had helped to develop their knowledge further. All staff are also able to input clubs and competitions attendance to ensure that the club and competition is accurate to ensure that we provide opportunities for all of our pupils. Staff have also completed all assessments through PE passport, which has provided useful information for the PE subject leader.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				66%
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:
Due to changes within the staffing team, we need to continue to audit staff and support all staff members in the delivery of high-quality PE and physical activity. We have subscribed to PE passport; we need to ensure that we use PE passport and data to ensure that as a school we continue to raise attainment in PE. New staff will also need support in using the app for planning and teaching, as well as assessment. In addition, some teachers have changed year groups and will need support in teaching PE in their new class.	<ul style="list-style-type: none"> <li>Complete staff audit to consider current confidence levels in teaching PE.</li> <li>Plan PE timetable, highlighting areas in which teachers will be supported by ES.</li> <li>Evaluate staff audit and plan support as appropriate.</li> <li>Purchase PE passport to support teaching, learning and assessment.</li> <li>Ensure that all staff are confident in accessing and using PE passport.</li> <li>Review the support given</li> </ul>	£11,000 ESPE support £585 courses for LD £519.76 cover for LD PE lead	An analysis of the data on PE passport shows that 93% of pupils are at the expected level or exceeding for their year group. This is broken down further to:- 96% girls 91% boys 88% SEN 89% PP 100% EAL These results are huge improvement on previous years. ES has worked with all KS1 and KS2 staff over the year to develop teaching across the curriculum. One key area for development was in	<b>Sustainability</b> Staff have developed their knowledge and confidence in teaching activities across the curriculum. This will continue to support them throughout their career. Pupils have had access to a wider range of activities to develop their skills, knowledge and understanding to support future participation.  <b>Next steps</b> Plan targeted support based on the staff audit. Look at Lancashire provision for more

	over the year and how it was effective/could be improved.		using the apparatus in Gymnastics with KS1 which ES supported in Spring 2. The pupils really developed their gross motor skills as well as confidence in using the apparatus. This worked especially well as this was the KS1 had previously completed Gymnastics in Spring 1. By following this with a second unit focused on apparatus allowed ES to support staff in teaching the gymnastics skills and then developing them further to use on the apparatus. This allowed pupils to make good progress in gymnastics and embed learning further. In KS2 staff wanted to introduce new invasion games so we introduced Rugby with three classes. The pupils really enjoyed this unit due to the nature of have much more freedom than in some invasion games. Staff have also developed their knowledge and confidence in teaching Rugby. By the end of the half term all staff were leading small groups to develop their teaching of rugby.	specialised courses that is appropriate to members of staff. Consider a new scheme of work as staff find the Lancashire Scheme to be lacking in variety and progression.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 18%
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	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:

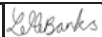

consolidate through practice:				
Our pupils enjoy a wide range of opportunities to participate in a wider range of extracurricular clubs. There is also a great benefit to them in taking part in activities outside the school day. We will continue to provide a wide range of clubs and monitor attendance to ensure that pupils get the opportunity to participate. We will also look to signpost pupils to clubs within the community for further development.	<ul style="list-style-type: none"> <li>• LD to plan a range of clubs and timetable.</li> <li>• Use the competition calendar to plan clubs in preparation for competitions.</li> <li>• Consider the needs of pupils when planning clubs.</li> <li>• Logistics in providing clubs, such as informing staff, parental consent, booking providers etc.</li> <li>• LD/ES to build links with local clubs.</li> <li>• Monitor attendance at clubs and consider how to engage pupils that do not attend.</li> <li>• Look at how pupils with SEND are accessing and progressing within the PE curriculum and careful monitoring of the impact of what might be in place to ensure that all pupils know more and can do more.</li> </ul>	<p>£146.98 Rugby equipment to introduce a new activity to the curriculum.</p> <p>£222.49 Badminton equipment to introduce a new activity to the curriculum.</p> <p>£33.94 Orienteering control punches to develop OAA curriculum.</p> <p>£179.85 Yoga mats to introduce club at lunchtime</p>	<p>12 sports clubs have been delivered over the school year with 194 attendances from pupils, with some pupils attending more than one club. The tennis, rounders and Tri Golf clubs were all especially well attended.</p> <p>Progressive Sports started 12.06.23 – lunch time football with KS1 and 2 and after school clubs that chn wouldn't usually have access to. E.g., archery, nerf wars, glow in the dark dodgeball, ultimate frisbee, etc.</p> <p>Activ kids started 12.06.23 – sponsorship to do a circuit with a Team GB Paralympian and money raised goes towards the athlete and school PE fund.</p> <p>Y5 yoga at lunchtimes for pupils that cannot attend after school.</p> <p>Through buying equipment to introduce new activities in the curriculum has given pupils opportunity to try new sports, rugby was especially popular at key stage 2.</p>	<p><b>Sustainability</b> By introducing pupils to new activities, pupils have more experiences to promote future participation.</p> <p><b>Next steps</b> Provide more extracurricular clubs, consider opportunities to do this. Apply for School Games Mark, aiming to improve to silver.</p>

<p>Additional swimming. Our pupils are not confident, and many have not been in a pool before they go with school. As a result, we take our pupils swimming in Y3 and Y4 as well as providing “Top Up” sessions for Y6 pupils.</p>	<ul style="list-style-type: none"> <li>• Plan swimming provision.</li> <li>• Inform staff and parents.</li> <li>• Logistics e.g., rotas, consent kit for taking pupils swimming.</li> <li>• Monitor achievement in swimming.</li> </ul>	<p>£2750</p> <p>Additional swimming</p>	<p>We made the decision to change our swimming provider to the pool at Daisyfield. This has helped to significantly reduce costs as we walk there and do not need coach transport. We can also have one-hour lessons which is much less disruptive to the classes as we divide the year between Y3 and Y4. Many pupils have never been in a pool before they start with Daisyfield and many of our pupils are scared of the water. This year group was the year most affected by Covid and could not attend swimming with the school for almost two years due to the swimming pool being closed. We normally take our pupils swimming in Y3 and Y4, for one hour for the whole year, which is a more than the required amount, this will improve our pupils swimming ability in future years. Year 6 also had swimming this year to ensure that they did have swimming provision. Although the number of pupils who could swim 25m by the end of the sessions is low, 31 out of 40 pupils were able to swim at least 10m without arm bands. This is a huge improvement for these children.</p>	<p><b>Sustainability</b></p> <p>Swimming is a life skill and now that pupils have developed their confidence in the water and had the opportunity to learn to swim, this will remain with them. By swimming in Y3 and Y4 will help to improve swimming in the future.</p> <p><b>Next steps</b></p> <p>Continue to provide swimming lessons in Y3 and Y4 using the Daisyfield swimming baths.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10%
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:
Promote national sports events to inspire and engage our pupils, especially in our sports day and inter school competitive events. This will also promote our pupils' understanding of the world outside Daisyfield.	<ul style="list-style-type: none"> <li>Create a calendar of sporting events over the year to engage staff and pupils.</li> <li>LD to plan activities and promote to staff.</li> <li>Inform pupils and parents of key National Sports events</li> </ul>		<p>Sports day was a huge success with pupil's, staff and parents having a great day. Several Y6 pupils also helped as leaders for the KS1 sports day. Pupils were proud to celebrate their success and enjoyed competing to represent their house teams. LD also organised Active kids to come into school to support a Paralympic Athlete on their paths to the Olympics. During the session pupils have participated in a circuit for which they were sponsored raising money for both the school and the athlete. We then had a whole school assembly where the athlete shared their journey and inspired our pupils as well as a Q&amp;A session. The athlete was a female, white British athlete in a wheelchair, which challenged some pupils' stereotypical views.</p>	<p><b>Sustainability</b> Our pupils enjoy whole school events and have great pride when taking part in competitions and receiving their medals and certificates. This will be a lasting memory for the pupils and may inspire some of them.</p> <p><b>Next steps</b> Next year is a busy sporting year. Continue to use national events to inspire competition at Sports Day and link this across the curriculum.</p>
Our pupils enjoy competitions and festivals against other schools. It helps our pupils to develop their experiences outside the immediate area of school. Competitions and festivals also encourage fair play, teamwork and pride in representing our school. To facilitate this, we will engage with our local School	<ul style="list-style-type: none"> <li>Liaise with the BPSSA to enter competitions.</li> <li>Plan competitions and include in the school diary using the BPSSA competition calendar.</li> <li>Logistics in attending competitions e.g., transport, parental consent, informing</li> </ul>	<p>£49.93 Netball bibs for competitions.</p> <p>£850 transport to competitions and festivals.</p>	<p>Our pupils have enjoyed attending a variety of festivals and competitions, including:-</p> <p>Curling</p> <p>Y3/4 mini tennis</p> <p>SEND Curling</p> <p>Y3/4 Athletics competition</p> <p>Orienteering</p>	<p><b>Sustainability</b> Success and enjoyment at competitions and festivals brings about more confidence and enthusiasm for more competition. By celebrating success across the school encourages more pupils to take</p>

Sports Partnership to increase opportunities to compete against other schools. We will also look at opportunities for friendly fixtures against local primary schools.	<p>staff etc.</p> <ul style="list-style-type: none"> <li>Record attendance on PE passport</li> <li>Monitor pupils and consider pupils who do not usually take part in competitions.</li> </ul>	£950 School Games	<p>Skateboarding BMX</p> <p>This has given our pupils the opportunity to try new sports and visit areas away from school and provided essential learning experiences through their participation.</p> <p>Success and participation are celebrated in assembly.</p> <p>LD has made links with St Stephens PE lead to arrange KS1 competitions within the cluster.</p>	<p>part.</p> <p><b>Next steps</b></p> <p>Liaise with the Sports Partnership to enter more competitions next year. Arrange fixtures with local primary schools.</p>
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Signed off by	
Head Teacher:	 L Banks
Date:	16/07/2023
Subject Leader:	L Dodgson
Date:	13/07/2023
Governor:	 K Barnes
Date:	13/07/2023