

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	£
Total amount allocated for 2021/22	£19380
How much (if any) do you intend to carry over from this total fund into 2022/23?	£3706
Total amount allocated for 2022/23	£18744
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 22450

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>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</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 2022.</p> <p>Please see note above</p>	66%
<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>	79%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<p>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?</p>	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: 2022/23	Total fund allocated:	Date Updated:		
<p>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</p>			Percentage of total allocation:	
			%	
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:
<p>Daily Mile For all pupils to participate in 'Daily mile' national initiative. Children to go outside or in hall between lessons for a run/jog.</p>	Children complete the daily mile each day or have active brain breaks.	£240	Children enjoy having a brain break and can talk about how it helps them focus on their work better. It also acts as a reminder for the children to drink water afterwards which promotes a healthy lifestyle.	Daily mile track.
<p>Active Lunchtimes Sports play leaders to encourage physical activity during play times. PE lead and MDS to monitor engagement.</p>	<p>We have created a playground rota of equipment, so the children have different resources to use each day on both yards.</p> <p>Progressive sports targeted our least active year 5 and 6 pupils and taught them some basic games to get their heart pumping. Some of these games involve equipment but most can be played without.</p>	<p>£943.13</p> <p>£174</p>	<p>The target group started showing other children the games and so more children have been able to enjoy the activities. We have asked the children if they would like the role of play leaders.</p> <p>We had full registers for year groups Reception, 1,2,3 and 4. The children voted for what club they would</p>	<p>We are training up play leaders who can get children active with the equipment available.</p> <p>Try to get full registers in the older years too. Ask the children why they don't come to clubs? Is there</p>

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<p>Clubs To provide all children with the opportunity to participate in a varied and broad selection of after school clubs.</p>	<p>After school clubs have been provided by Progressive Sports. They are offered to all year groups from Reception – year 6. They all had at least two opportunities throughout the year to attend a club and the child’s voice was used to collect information on what activities were most popular.</p>	<p>£2394</p>	<p>prefer and that is what ran for a half term. Children enjoyed the clubs and had the opportunity to play games they had never considered before.</p>	<p>something we can do to make the clubs more appealing?</p>
<p>PE Lessons All pupils take part in a minimum of 1 hour of physical activity per week during a PE lesson, including a rotation of Progressive Sport Coaches to support staff during Lessons.</p>	<p>Staff training on PE Hub and daily mile initiative. PE lead out of class.</p>	<p>£ 1000</p>	<p>Lesson plans online. PE Lead “drop in” lessons and feedback from teachers and children.</p>	<p>Developing club links to increase the amount of clubs on offer.</p>
<p>Swimming Curriculum Swimming Year 5</p>	<p>Knowsley 8 day, 2 week consecutive swimming lessons with Knowsley instructors and trained school staff.</p>		<p>Swimming data</p>	
<p>Active Breakfast Introduce Active Breakfast Club to engage the children who have not accessed school funded extra-curricular sporting clubs.</p>	<p>A variety of sports will be delivered to develop positive sporting experiences and gently stretch these children beyond their comfort zone.</p>	<p>£2176</p>	<p>Breakfast club staff monitor children when take part in activities.</p>	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: %
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's achievements are regularly shared with parents on Class Dojo. Teachers are sharing photographs on Class Dojo of PE lessons.	Parents are able to see a progression of skills across the year.	£0	Feedback from parents to say they enjoy seeing their children participating in PE.	Continue using Class Dojo as a platform to share and celebrate children's achievements.
As a well being school we like to promote mental health of our children.	Progressive Sports delivered well-being sessions to our Year 4 and 5 classes. Sessions focussed on the importance of health and wellbeing. To carry out a range of physical activities that highlighted the importance of a healthy life style.	£2208	Raising awareness of the importance of mental health and promoting social skills. A questionnaire was completed before and after the sessions with each year group. We saw an increase in children's self - confidence, problem solving abilities and team work.	Class teachers have been trained on growth mindset and using positive language around the children.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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:
For staff to have a better understanding of the progression of skills across their year group and key stage.	The staff at Huyton with Roby have received high quality CPD provided by Progressive Sports and can use the scheme of work from PE Hub to see how skills progress.	£5040	Through staff surveys and discussions, the feedback is that staff feel confident teaching PE, have a greater understanding of skills and progression. Staff enjoy team teaching with coaches and found that time very valuable.	This is sustainable as we are upskilling our staff members.
To support staff using assessment in PE.	Working with KSSP and the LDST, we have discussed how to implement a form of assessment that will be used to support children throughout their journey at Huyton with Roby.	£1350	This year we introduced floor books to evident work. Inside the class teacher has access weekly to the knowledge organiser and at the end of the unit, we glue in the assessment too.	These books will go up with the year group so the next teacher can see what was taught previously.
To support staff during sports week.	Using PE Hub resources and past sports week plans, we could provide get children to participate in a wide range of activities, safely. Progressive sport staff in for 5 days to support staff during activities on the Sports Days. PE Lead out of class to support.	£920 £200	Sports week consisted or a range of activities. Staff feel more confident and are able to lead a wider variety of activities.	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
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:
<p>Additional achievements:</p> <p>For all children to experience a wide range of sports through high quality teaching.</p> <p>To use those skills to compete in interschool competitions.</p> <p>Liverpool harrier in school to provide Athletics training for years 4, 5 and 6.</p> <p>All Star football Academy in school to provide afterschool football clubs by trained football coaches.</p>	<p>We purchased a planning scheme through The PE Hub. We have tailored this to our school/ children's needs.</p> <p>We have been able to have competition across year groups at the end of units of work and are hoping to cross year groups this summer term.</p> <p>The children have been able to obtain athletic skills from trained coaches.</p> <p>The children have had the opportunity to take part in a football club which is taken by trained football coaches. This will give them the opportunity they need to advance their football skills.</p>	£455	<p>Through staff feedback, it is clear that The PE Hub has been a useful tool when teaching PE. It has clear progression, knowledge organisers, cross-curricular links and it breaks down skills in a clear and simple to follow manner. Staff feel more confident teaching PE and are approaching it with passion and enthusiasm.</p>	<p>We have started giving out certificates provided on PE Hub at the end of each half term to celebrate the sporting achievements of the children.</p>

<p>Early morning fitness club. For children who like to stay active but not play a sport.</p> <p>Early morning running club.</p> <p>Adventurous activities (PGL) for Y6 3 nights , 4 day stay in September</p> <p>Adventurous activities for Y4 1 night 2 day stay in February</p>	<p>The children have been able to take part in fitness activities that do not necessarily mean playing a sport.</p>			
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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>Make sure 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>
<p>To complete interschool competitions.</p>	<p>As part of our partnership with Knowsley School Sports Partnership, we were offered a range of competitions. New virtual competitions have come out this Summer term and have been made available to the children.</p>	<p>£1350</p>	<p>Children have enjoyed competing in a variety of sports, some they have never tried before. It has enabled us to practise a range of skills.</p>	<p>Continue to develop the range of competitions available for all children.</p> <p>To set up competition with schools within walking distance or offer our school as a venue for the competitions.</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Katie Dobson
Date:	30.06.23
Governor:	
Date:	