

# The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

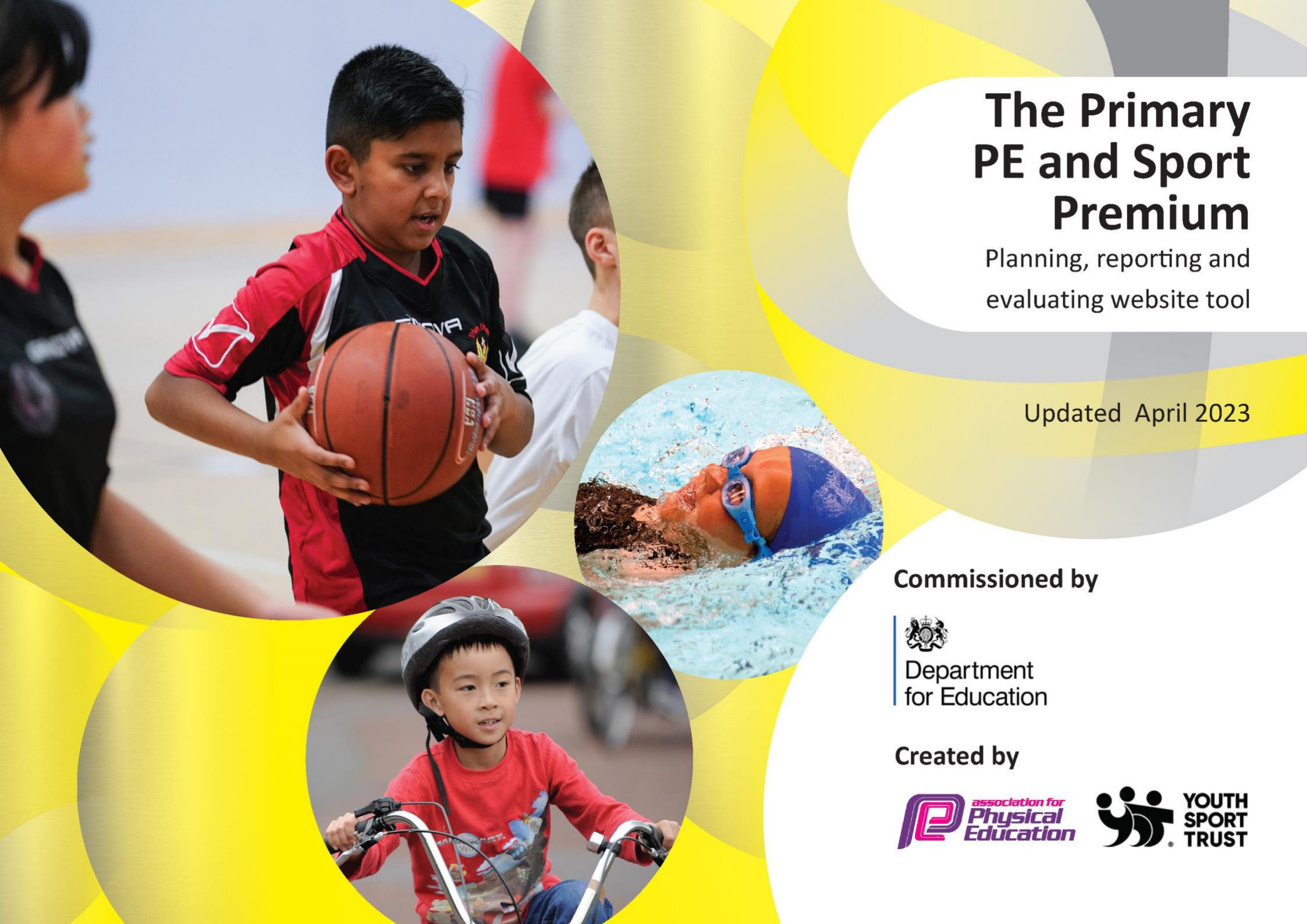
Updated April 2023

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** to the quality of Physical Education, School Sport and they offer. This means that you should use the Primary PE and

- 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](http://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.

**sustainable** improvements  
Physical Activity (PESSPA)  
sport premium to:



Schools are required to [publish details](#) of how they spend this funding, including any under-spend from

## Details with regard to funding

Please complete the table below.

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.

## Swimming Data

Please report on your Swimming Data below.

To  
see  
an

example of how to complete the table please click [HERE](#).

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£17890
How much (if any) do you intend to carry over from this total fund into 2022/23?	£5218.25
Total amount allocated for 2022/23	£17798
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£23017

## 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.

<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>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. Please see note above</p>	58%
<p>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</p>	42%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	77%
<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

Academic Year: 2022/23	Total fund allocated:		Date Updated: 13/07/2023	
<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: 29%
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?	
<p>Deliver a broad range of physical activities to engage our pupils in being active in curriculum time, extra-curricular activities and playtimes and lunchtimes.</p> <p>Minimum of 30 mins exercise daily</p> <p>Employed specialist coaches to deliver and support provision of high quality PE</p>	<p>Active lunchtimes – playground markings; playground equipment; lunchtime coaching (external providers eg Fleetwood town)</p> <p>Designated areas created for each year group in our outdoor space to encourage more active playtimes.</p> <p>Top up swimming sessions; many pupils at Manor Beach do not access swimming lesson or take part in swimming activities outside of school.</p>	<p>£6701.22</p>	<p>Quality and aspirations of PE curriculum recognised through achievement of School Games Mark. Manor Beach have been awarded the Gold Award.</p> <p>More children engaged in physical activity during breaktimes.</p> <p>Wide range of afterschool activities including: cricket, cheerleading, rounders, athletics, football, dodgeball, multi-skills and yoga</p>	
				<p>Playground markings will remain for at least 5 years.</p> <p>Continuous audit of play equipment</p> <p>KS1 area active play needs replacement (climbing structure)</p> <p>Further develop active lunchtimes to ensure ALL children taking part in physical activity – not just those interested in team games.</p>

	<p>Specialist teacher employed to lead extra-curricular sessions.</p> <p>Develop a multi-use games area to increase capacity and space for physical activity during bad weather</p>		<p>More of our children have increased confidence in water; better understanding of water safety and starting to achieve their distances.</p>	<p>Training around use of markings and equipment.</p>
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<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>				<p>Percentage of total allocation:</p>
				<p>0%</p>

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>Improve the role of Sports Leaders</p> <p>Raise the profile of active lifestyles through healthy curriculum. (Stronger links with PSHE)</p>	<p>Sports Leaders have clearly defined roles in school</p> <p>Cross-curricular links emphasise the importance of</p> <p>Promoting teams in school via; display boards; presentations in</p>	<p>£0</p>	<p>Sports Leader’s support with sports days; manage school sports kit at playtimes; been pupil voice for their peers</p> <p>Greater up-take in volunteering for the school teams.</p>	<p>Develop the role of sports leaders further to ensure pupil voice is considered in decision making process</p> <p>Exploring diversity in sports through engaging professional athletes and share positive sports role models from a</p>

	<p>assembly; on school newsletter; school's social media.</p> <p>Range of sports specialists attend 'theme days'. Eg Judo</p> <p>Subject leader to conduct talks with groups of children to obtain pupil voice.</p>		<p>Greater number of pupils representing Manor Beach at inter-school events.</p> <p>Children beginning to have a sound understanding of how to stay healthy and the importance of having a physically active lifestyle</p>	<p>range of backgrounds and cultures.</p> <p>Children to produce own match reports to add to school newsletter</p> <p>Re-introduction of school house teams to enable school sports events to take place across the year.</p> <p>Increase the number of KS1 and LKS2 pupils taking part in inter-school events.</p> <p>Further develop healthy lifestyles curriculum e.g. Healthy Heads (Fleetwood Town)</p>
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>			Percentage of total allocation:
			5%
<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:
<p>Improve staff confidence in teaching dance and gymnastics</p> <p>Improve staff confidence in assessment of PE</p> <p>Strong Subject Leader with strong subject knowledge</p>	<p>Jess Squires, LCC PE Consultant delivered training on Dance; gymnastics and the PE APP (assessment).</p> <p>Subject lead released for lesson walks.</p> <p>Subject leader remains up-to-date with developments in PE through attendance at conferences.</p> <p>Subject Leader attends local PE cluster meetings; specialist teachers regularly attend to support with PD.</p>	£1239.15	<p>Staff are beginning to implement advice</p> <p>Staff confidence in delivering dance and gymnastics lessons is increasing</p> <p>Strong subject leadership recognised in the School's Games Mark, once again Manor Beach has achieved Gold.</p>	<p>Embed the training to ensure assessment is accurate and evidence is collected appropriately to support judgements.</p> <p>Subject Leader to moderate assessments.</p>
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				33%
<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:
Children were able to access a broad range of activities both in curriculum time and in extracurricular clubs, these were run by staff and specialist coaches  Wide range of competitions offered over different age groups inc SEND  Wide range of after school clubs available for both boys and girls	Curriculum map, inc extra-curricular map, to allow for a clear audit of opportunities to take place. Any gaps can then be identified and plans put in place  Include outdoor learning opportunities	£7566	School Awarded Games Mark Award Gold in recognition of the activities offered to our pupils  None of our clubs are gender exclusive  Residential trip  Forest school: when covering aspects of the outdoor activity challenges	Outdoor learning opportunities in Year 5  More opportunities for Y3/4 and KS1 to compete  Review pupil voice to include their choices  Continue to introduce new sports in the curriculum and in extra curricular activities

<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				7%
<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	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:

and to consolidate through practice:				
Wide range of competitions offered over different age groups inc. SEND	<p>Audit of competitions and sports festivals that take place over the year to identify gaps</p> <p>Ensure children have appropriate equipment and kit</p> <p>Transport should not be a barrier to attending sporting events</p> <p>Staff released to take children to competitions.</p>	£1709.50	<p>Y5/6 Boys League Football</p> <p>Y5/6 Girls league football</p> <p>Boys football tournament</p> <p>Girls football tournament</p> <p>Y3/4 Football tournament</p> <p>Y5 Glow in the dark dodgeball</p> <p>Y5/6 rounders</p> <p>Y5/6 Athletics</p> <p>KS1 Inclusion Festival</p>	<p>More opportunities for Y3/4 and KS1 to compete</p> <p>More opportunities for SEND pupils</p> <p>Increase the range of sporting opportunities</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	<i>L. Thornhill</i>
Date:	13/07/2023
Governor:	
Date:	

Created by:  association for Physical Education  Active Partnerships  YOUTH SPORT TRUST

Supported by:  LOTTERY FUNDED  SPORT ENGLAND  UK COACHING  UK active More people  
More active  
More often