

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 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	£
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 0
Total amount allocated for 2022/23	£ 17,020
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£ 17,020

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>Pictor school based swim sessions:</p> <p>All pupils have developed according to their own individual needs, due to the context of Pictor it is more appropriate to refer to each pupils assessment records for a detailed record of progress over time</p> <p>Pupils are all able to enter water using the steps or where required using the hoist systems</p> <p>Year 6 pupils have all progressed and grown in their own confidence within their sessions.</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>	5%
<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>	5%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	0%
<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

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.

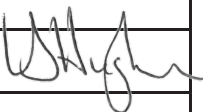
Academic Year: 2022/23	Total fund allocated:		Date Updated:	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total 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?:	Sustainability and suggested next steps:
Appropriate sporting and physical activities and opportunities to be made available to all pupils. Pupils engage in 20+ active minutes each day.	Weekly timetabled hall slot times Increased physical opportunities	£4,500	More pupils have been able to access a wider range of physical activities and new sports. Increased fitness, enjoyment and progression has been achieved. See EfL for evidence	Further develop KS2 sensory circuits. Continue monitoring of physical activities being undertaken and promote ongoing opportunities.
Teaching Assistant delivering extracurricular P.E. and sport provision activities to aid involvement for harder to reach pupils -including yoga, bounce ball, tap sessions.	All classes accessing outdoor provision daily to use structured opportunities such as Daily mile, Wake Up Shake up, sensory circuits etc		Provision has enabled pupils to access self-regulation opportunities and resources which develops their emotional development. Evidenced in EfL and behavior monitoring.	
Access to outdoor provision and equipment - bikes, trampoline in Rainbow woods, climbing equipment to enable high quality structured and non-structured play.	Ensure Bikes are maintained and safety checked. New Resources trampoline and exercise equipment purchased.	£500	Pupils have increased participation in outdoor areas following staff positive modelling and engagement	

			- e.g. running, play chase, trim track, bikes and ride on toys are cardio equipment for burning calories, helping to maintain healthy weight and balance including EYFS	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 54%
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:
Need for all pupils to engage in physical activity suitable to their individual needs. Offer a range of motivating, engaging activities to enhance skills and primarily focus on the three basics of agility, balance and co-ordination. Rebound sessions for sensory, communication and behavioral aspects.	Swim sessions for all pupils, promotion of whole school sport activities- Daily mile/ field dash, European sports day, Sports week. Survey staff via questionnaires to ensure processes being delivered and all needs being met – ongoing tweaks as required. Qualified coaches for staff to observe and learn skills of delivery from Differentiated sessions set up and led by qualified coaches to give all pupils opportunity to engage and progress according to their own needs.	In house Swimming sessions £5,600 Year 6 swimming at local leisure center £3,000 Professional coaching £600	Pupils have progressed, increased in focus and listening skills. (staff feedback emails) Increased physical fitness - class 7 video rebound evidence	Liasie with Pictor staff to set up training with sports they are less confident with or would like to access. Maintain Trafford School Sports links.

ey indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				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:
<p>To provide staff with quality range of specialized sporting coaches to increase their teaching skills across a range of sports and develop their confidence.</p> <p>Pupils to increase their skills and participation increase through a wider range of sporting opportunities.</p> <p>Increase of subject knowledge and confidence of Pictor staff</p>	<p>School sports leader meetings attended by PE lead. Preparing for 'Ofsted' deep dive in P.E. course attended.</p> <p>Sports coaches delivering football and cricket sessions</p> <p>Professional coaching</p>	£200	<p>Staff and pupils have increased knowledge and participation in a range of sports.</p> <p>Staff able to deliver wider range of sports in their class PE sessions.</p> <p>Pupils have developed confidence, shown enjoyment and achievement. See EFL, photos, staff feedback-emails for evidence</p> <p>Pupils have increased in their listening skills to the instructors and in helping one another, Opportunities to work with other peers from other classes. P.E. lead shared knowledge through emails and P.E. media folder.</p> <p>P.E. lead organised range of activities for all pupils to engage in Sports week, European Sports Day- see shared P.E folder, whole school dojo messages,</p>	<p>To continue to develop links with coaches and outside sporting agencies with the intent to offer the activities within school time.</p> <p>Promote local clubs, events on whole school dojo to encourage active engagement beyond the school day.</p> <p>Continue research and discussions to develop Pictor own swim assessment</p>

			emails for further evidence.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				13%
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>Pupils to gain physical skills and other skills of confidence, participation and to achieve their best through positive and enjoyable experiences.</p> <p>Enable access to residential to all year 6 children</p> <p>Enable children that require bespoke coaching sessions (often 1-1) to have equitable access to experiences</p>	<p>5 day residential for all year 6 children at Bendrigg Trust. Children have access to a wide range of outdoor pursuits activities to develop team work, self esteem and confidence</p> <p>Children requiring bespoke coaching packages having weekly access according to needs</p>	<p>Bendrigg residential £1,300</p> <p>Bespoke coaching £1,000</p>	<p>Pupils have increased in their confidence. Pupils have shown perseverance and indicated their own interests and preferences. Some classes have supported other peers to enhance participation and interests - School Games Gold mark award, photo evidence in P.E. media folder, class 15 verbal feedback and discussions.</p>	<p>School to maintain the high level of activities on offer. To continue to engage all pupils with sporting and physical activities suitable to them which also develop skills, confidence but retain enjoyment and enthusiasm.</p>

Key indicator 5: Increased participation in competitive sport				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?:	Sustainability and suggested next steps:
<p>To take part in a range of competitions and festivals. Access the element for social and positive aspects alongside the physical.</p> <p>Pupils to have opportunities to engage in the wider community. To fulfill a sense of engagement and enjoyment through positive experiences.</p>	Being a member of Trafford School Sports Partnership to access: Dance festivals, multi skills festivals, swimming gala, bowling etc	£350.00 -Special Schools School Partnership membership	<p>Increased confidence in pupils. A sense of achievement for all involved in varying sports</p> <p>School Games Gold Award achieved</p>	<p>To continue to engage with opportunities through the Sports Partnership –</p> <p>Maintain strong links with Trafford School Partnership and schools.</p> <p>Pupils to take on role of 'helpers' to work with other peers and promote their enthusiasm and develop other peers skills in physical movement and confidence.</p> <p>For pupils to achieve the sense of the school games value in their own unique ways.</p> <p>Continue to organise own school events throughout the academic year.</p>

Signed off by	
Head Teacher:	Signed on behalf of Mr Andrew Taylor - 
Date:	14/08/2023
Subject Leader:	Z Gmerek
Date:	24 July 2023
Governor:	
Date:	

Chief Finance Officer LISA HUGHES