

It is important that your grant is used effectively and based on school need. The <u>Education Inspection Framework</u> 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 <u>Quality of Education</u> 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.

 $Please visit \underline{gov.uk} for the revised DfEguidance including the 5 keyindicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.$

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to <u>publish details</u> 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.



Supported by: Supported by:









Details with regard to funding Please complete the table below.

Total amount carried over from 2021/22	£3,796
Total amount allocated for 2021/22 Academic Year (allocation Nov 21 £10,395 + June 22 £7,425)	£17,255
How much (if any) do you intend to carry over from this total fund into 2022/23?	£5,479.24
Total amount allocated for 2022/23	£17,820
CSSP Total 2022-2023 £7810 (1st payment Nov 2022, £5,206.67; 2nd payment £2,603.33)	
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£23,299.24

Swimming Data

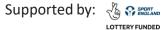
Please report on your Swimming Data below.

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. 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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	94%
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	
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	94%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	94%
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?	No, not this year.













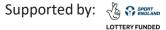
Action Plan and Budget Tracking

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: 23,299.24	Date Updated:	18.7.23	
Key indicator 1: The engagement of	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	32% (£7,487.74)			
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:
To target more pupils at playtimes/lunchtimes to engage with sporting and active opportunities	Provide leadership training for Y6 class to be lunchtime leaders (PALS) for Reception and Y1		Improved communication, personal skills, play time management & enjoyment	-To be maintained yearly.
To engage pupils in lunchtime and playtime active and sporting activitie	Additional member of staff (TA) semployed to run lunchtime activities (Y2-Y6)	£3,004.05	Enthusiasm to participate in a range of activities. Gov Meetings. Increased participation and	TA to meet with Subject Leader (SW) to plan and review -To be maintained yearly.
	CSSP lunchtime clubs	Included within CSSP buy in.	interest in lunchtime activities including Funky Friday dance – boom box.	To continue through CSSP during the next academic year
	Playground markings in main playground	£3813.02	Improved and new markings provide further opportunities for children to be physically active during curriculum times, playtimes and extra-curricular clubs.	-To be monitored and repaired as needed.
	New PE equipment: Rounders bats £40.99; Hoops and balls £59; New	£343.76	Increased usage of surroundings and being active outside	To continue through CSSP during the next academic year









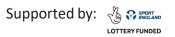


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	Batons £27.97; £61.90 football		Maintaining good quality PE	
	£153.90 soccer balls		sessions with resources	
	CSSP clubs before school		Increased participation and	To monitor and continue if
			interest in lunchtime and	uptake is good.
	New sports clubs introduced to		morning activities including	
	children (judo, fencing, BRFC);		'Funky Friday' dance – boom box	
			Children able to attend clubs	
			with expert coaches.	
To ambod active losson as part of the	To be embedded within the school	NI/A	Increased participation and use	To monitor share good
To embed active lesson as part of the culture within school	timetable and as active movements	N/A	1	To monitor, share good practice and further embed.
culture within school	between sessions/playtimes/breaks.		concentration.	practice and further embed.
	between sessions, playtimes, breaks.		concentration.	
Maintenance of equipment	Sporting apparatus repairs.	£176.91	Safety of equipment	Maintain equipment checks
and the second s	pportung apparatus repaires		, , ,	(health and safety).
Key indicator 2: The profile of PESSPA	heing raised across the school as a t	ool for whole sch	pool improvement	Percentage of total allocation:
ne, maieater zr me preme er i zeen	t being raised deless the senies as a c			11% (£2,676)
1.2	luonione autotion			, , ,
ı intent	Implementation		Impact	
Intent	Implementation	- II	Impact	
Your school focus should be clear	Make sure your actions to achieve	Funding	Evidence of impact: what do	Sustainability and suggested
Your school focus should be clear what you want the pupils to know	•	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:
Your school focus should be clear what you want the pupils to know and be able to do and about	Make sure your actions to achieve	_	Evidence of impact: what do pupils now know and what can they now do? What has	
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	_	Evidence of impact: what do pupils now know and what	
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:	allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	next steps:
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: Achievements celebrated in	Make sure your actions to achieve are linked to your intentions: Achievements celebrated in	_	Evidence of impact: what do pupils now know and what can they now do? What has changed?: Promotes and raises the profile	next steps: To be continued throughout
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: Achievements celebrated in Celebration Assembly (Friday),	Make sure your actions to achieve are linked to your intentions: Achievements celebrated in assembly (certificates, trophies,	allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?: Promotes and raises the profile of PE in school and shows value	next steps:
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: Achievements celebrated in Celebration Assembly (Friday), weekly newsletter, school website,	Make sure your actions to achieve are linked to your intentions: Achievements celebrated in assembly (certificates, trophies, notable achievements)	allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?: Promotes and raises the profile of PE in school and shows value of the subject to all stakeholders	next steps: To be continued throughout
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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: Achievements celebrated in Celebration Assembly (Friday), weekly newsletter, school website,	Make sure your actions to achieve are linked to your intentions: Achievements celebrated in assembly (certificates, trophies, notable achievements) Dance performances shared via Seesaw Weekly updates in the school newsletter including Sporting	allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?: Promotes and raises the profile of PE in school and shows value of the subject to all stakeholders	next steps: To be continued throughout
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: Achievements celebrated in Celebration Assembly (Friday), weekly newsletter, school website,	Make sure your actions to achieve are linked to your intentions: Achievements celebrated in assembly (certificates, trophies, notable achievements) Dance performances shared via Seesaw Weekly updates in the school newsletter including Sporting achievements and up and coming	allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?: Promotes and raises the profile of PE in school and shows value of the subject to all stakeholders	next steps: To be continued throughout













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PE display board in school – achievements of children and clubs	Shows updates and things achieved by children in school	N/A	Gives children chance to show what they have done and understand that their achievements are recognised; and encourage others to get involved.	To be maintained throughout the year
-Y2 CSSP Assessment undertaken (Spring Term);	Complete the assessments with CSSP;	£200 CSSP Buy- in	Continue to use staff and pupils will have the opportunity to watch their performances back in	To be maintained and analysed to assess performance.
Y6 PE assessment – autumn	Complete the assessments with CSSP;	<mark>in</mark>	order to review and make improvements as well as watch skill videos. Staff will be able to record assessments and have instant feedback.	See above. To be maintained and analysed in autumn term.
-Lancashire PE Membership Offer Level 3	-PE membership Level 3 (SOW Training, App and booklets)		Supplies support and resources for all staff to supply good quality teaching to children	Allocate annually.
-Lunchtime Teaching Assistant	-To support curriculum leader in raising profile of PE and increasing participation		See above, and enables staff to encourage and play games which the children enjoy. Mental/Physical health links and support too.	Allocate annually – monitor participation.
To raise pupils awareness of the importance of healthy living and to make links between PE/Sport and other curriculum areas;	-Used to monitor mental health in children through school and monitor impact of subsequent interventions; Mood tracker app bought and installed in all classes (SAAS Technology); Support cross curricular understanding (through PSHE and	tracker	, , , , ,	Monitoring by mental health lead and all staff to identify trends and link to ELSA support assistant trained needs in school.













Science) regarding healthy eating	CORAM Life/Life Education visits
and minds.	to further enhance children's
	understanding of their health,
	minds and bodies.

Key indicator 3: Increased confidence	e, knowledge and skills of all staff in t	eaching PE and s	port	Percentage of total allocation:
				26% (£5,996)
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:
In order to improve progress and achievement of all pupils the focus is to increase confidence and improve teaching and learning through CPD	Coaches delivering elements of the curriculum to support staff CPD Staff complete a Feedback form to show what they have learnt and how this can be used in the future	Buy in lessons	Positive Staff feedback forms reviewing impact of coaching CPD Increased confidence and better subject knowledge Pupil questionnaires/interviews Teacher Assessment SIP	PE subject lead to undertake pupil discussions and analyse staff knowledge and skills when teaching PE. Allocation of courses to meet needs.
Curriculum coaching through CSSP coaches (ongoing) - PLT Meetings – SW + MG + 1-1 support meetings throughout the year.	PE subject leader to provide updates throughout the year in staff meetingsAttend PLT meetings 29.9.22/22.5.23	PLT £800 CSSP PE Services + £336 Supply cover costs	Feedback to staff good practice and changes in procedures and policy. To keep abreast of PE initiatives and drive the school forward offering new initiatives for the staff and children	CPD and support for PE Lead/Senior Leader.
iPads shared amongst classes so more people have access to the PE app	To be used by staff	N/A	Continue to use. Staff and pupils to use opportunities to review, improve and evaluate performances.	Monitor use and impact.
Key indicator 4: Broader experience of	of a range of sports and activities offe	ered to all pupils	•	Percentage of total allocation:
				24% (£5,614.50)













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:
Additional achievements: -Continue to offer a wide range of activities both within and outside the curriculum in order to get more pupils involved and participate in a variety	activities from staff members as well as individual coaches delivering their specialisms and companies to enhance a greater	Including as below/above	Parental Questionnaires. Feedback from outdoor	clubs, coaching and activities.
of activities To reduce the cost of Outdoor and Adventurous activities and paid extracurricular clubs	range of opportunities -Subsidise residentials and paid clubs – Anderton Centre 22 £1180; Robinwood 23 £1734; Anderton Centre 23 £1180	£4,094	adventurous visits – funded so that all can attend. Governor feedback as attended. Y5 and Y6 children were all able to attend.	On-going
-Cultural – Design a mascot for The School Games	-To provide British values ethics and morals through class based lesson for Y5/6 pupils to promote cultural competitions	£60 (CSSP Buy- in)	Participation within events, visitors to school to support the Year 5 lessons.	Continue to participate.
Balance Biking/Bikeability/Learn 2 Ride	-1 morning Y5 Learn 2 Ride - 1 morning Y5 Level 1 - 2 days Y6 Level 1 &2 – check	Buy-in) £180 bus for Balance Bikes and KS2 dance	achievements.	Continue to participate.
Y6 Sport Stars Assessments		festival £150.00 (CSSP Buy-in)	Success and medal in football, balance bikes, orienteering, swimming	













	-Identify and support talented			
	sport pupils to reach their		Super engagement and enjoyment	
Developmental Dance Festival (Y1-	1	£100 bus girls	from children. Allowing children to	
Disney), KS2 Dance	T .	play football	engage in a fun dance festivals,	
Distrey), NO2 Darree		Disney	including the engagement of girls	-Increase the number of pupils
	developmental understanding of	Distrey	in sports.	reaching top 100
	dance and to allow them to work		in sports.	l cucining top 100
	with other children.		Resilience, determination and	
Large inflatable obstacle Course	with other children.		support for others. Children build	
(Summer Term 2023)			up confidence for children to be	
(Summer Term 2025)	A full day, timetabled session for	C224 FO	ļ ·	
	A full day – timetabled session for all children to sustain their	1334.50	active throughout the day.	
	engagement regarding fun ways to			
	keep fit. Separate sessions added		Children's enjoyment and	
Chorley Big Sing Y3	for SEND individuals.	£50 event costs	confidence developed through	
	L.,		singing and performing in front of	
	Whole class participation within		an audience as part of a large	
	singing even with other local		choir.	
	schools.			
			To try and engage pupils within a	
Quiddich Sept 23		£566	new way to keep active and	
			introduce them to activities	
	To support the engagement of		available.	
	children within sports through an			
BRFC links and clubs took place	introductory session to Quiddich.	Paid for by		
during the Summer Term.		parents		
	Started (paid) club with BRFC		At least three sessions were	
To develop an understanding of how		Free	provided to the Year 3 class –	
to keep fit and use local resources:			introducing and engaging them	
Tennis Year 3.	Lessons provided by the local		within the sport of tennis.	
To introduce children to a range of	Tennis Club including coaching and	Paid for by	Super engagement by families	Children showed increased
sporting experiences.	introductions to tennis.	parents	with new and existing children	enjoyment of tennis and are













Judo sessions provided by outside provider. Enabling children who wish to try new sports to do so prior to the school day.	 encouraged to use the local facilities.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				7% (£1,525)
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:
-Vast range of competitive sports offered by staff and coaches to enable pupils to access various sports, develop, and hone their skills.	-Activities offered for various year groups throughout the year	See Key Indicator 4	-Uptake of activities is good and pupils keen and eager to develop their skillsExamining Teaching and Learning Document -CSSP report	-Some extracurricular clubs are arranged to fit in with the calendar of sporting opportunities so that the pupils are ready for competitionsConsider opportunities based
All pupils to engage in competitive sporting experiences	Provide intra competitions to all years. 3 for reception class & 1 for all KS1/KS2,	CSSP Buy-in £150 (Rec Multi skills)	-Pupil's achievements shared in Celebration assembly and newsletter. Certificates allocated to participants.	on demand from pupil questionnaires.
-Pupils encouraged to participate in a wide range of sporting opportunities. Virtual and Level 1 Intra competitions this year.	- Intra School Competitions -Inter School Competitions (10+)	CSSP Buy-in £360 Intra school;	Events calendar displayed in entrance for parents and on Healthy Habits board	-Continue to promote and offer after school activities. Continue to participate in current competitions and try













		£500 Inter	Record of pupils competing and	to include new competitions
Extra-curricular PE/Sport activities –				where possible.
Lunch clubs		£300 School	Teaching and Learning document	Evaluate competition results
		Games Festivals	CSSP report	and leagues to assess impact
		See Indicator 2		from coaching
			Pupils enjoy in school competition	
Whole School Sports Day	-All pupils compete		and opportunities to work with	-Continue whole school Sports
	Whole School Parade		other children within their house	Day and invite young leaders
	KS2 Activities and Races	£25 Medals	teams.	to help
	FS and KS1 Activities and Races			-Continue to liaise with ASC
		C		regarding competitions and
Balance Bikes Competition	- Reception	See previous	Development of gross motor skills	after school coaches for
		(minibus)	and introduction to challenge.	identified year groups
		£190		
Invasion Games	Engagement of children within a		To engage and increase	
	range of games.		involvement of children with	
			competitions and links with other	
			schools.	

Signed off by	
Head Teacher:	L Clayton
Date:	18.7.2023
Subject Leader:	Mr M Gibbins
Date:	20.7.23
Governor:	Mr A Crompton
Date:	20.7.23











