



# The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

Commissioned by



Department  
for Education

Created by



This template can be used for multiple purposes:

- It enables schools to effectively plan their use of the Primary PE and sport premium
- It helps schools to meet the requirements (as set out in guidance) to publish information on their Primary PE and sport premium
- It will be an effective document to support Ofsted inspections enabling schools to evidence progress in Physical Education (PE) and evidence swimming attainment, which forms part of the PE National Curriculum. We would recommend schools consider the Intent, Implementation and Impact of any spend, as examined within the Education Inspection Framework.

It is important that your grant is used effectively and based on school need.

Schools must use the funding to make **additional and sustainable improvements** to the quality of the PE, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- Develop or add to the PESSPA activities that your school already offers.

**The Primary PE and sport premium should not be used to fund capital spend projects; the school's core budget should fund these. Further detail on capital expenditure can be found in the updated [Primary PE and sport premium guidance](#).**

The Primary PE and sport premium guidance, outlines 5 key priorities that funding should be used towards. It is not



necessary that spending has to meet all the key priorities, you should select the priorities that you aim to use any funding towards.

Although completing this template is not a requirement for schools, schools are required to publish details of how they spend this funding. Schools must also outline what the impact this funding has had on pupils' PE and sport participation and attainment and how any spending will be sustainable in the future. **All funding must be spent by 31st July 2024.**

The Department for Education has worked closely with the Association for Physical Education (afPE) and the Youth Sport Trust (YST) to develop this template and encourages schools to use it. This template is an effective way of meeting the reporting requirements of the Primary PE and sport premium.

## Review of last year's spend and key achievements (2022/2023)

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

Activity/Action	Impact	Comments
Sports boy/girl celebrated for character values	Pupils are celebrated for their own personal achievements in PE and sport linked to character values	
Started to implement the use of PE Passport consistently across school	Most year groups were able to access and use PE Passport	iPad needed to enable all year groups to record evidence and have access to PE Passport.
Take part in more SEND events with SSP	New children representing school and experiencing sport outside of school	Continue next year
Inclusive sports – more options for children and mixed teams	Girls and boys experiencing and enjoying different sports	Focus on girls becoming more involved in sport next year

## Key priorities and Planning

This planning template will allow schools to accurately plan their spending.

<b>Action – what are you planning to do</b>	<b>Who does this action impact?</b>	<b>Key indicator to meet</b>	<b>Impacts and how sustainability will be achieved?</b>	<b>Cost linked to the action</b>
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<p>All children are active for 60 minutes of the day. Introduce wake and shake/super movers and active learning during the school day. More outdoor learning and brain breaks that are filled with physical activity during the school day.</p>	<p>Pupils All staff</p>	<p>Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day</p>	<p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</p>	<p>£0</p>
<p>A variety of physical after school clubs for children to attend for free – netball, football, dance.</p>	<p>Pupils</p>	<p>Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day</p>	<p>More children accessing different sports and experiencing new sports. Children enjoying lessons and feeling encouraged to take part in sporting/PE lessons.</p>	<p>£0</p>
<p>Basketball staff CPD and Basketball club</p>	<p>Pupils Staff</p>	<p>Key indicator 1 -Increased confidence, knowledge and skills of all staff in teaching PE and sport Key indicator 3 – The profile of PE and sport is raised across school</p>	<p>Staff feel confident to teach the skills linked to Basketball and children experience a new sport that many have not played before</p>	<p>£360</p>

<p>2 hours of good or better PE lessons a week – All year groups have two 1-hour sessions of PE timetabled into the school week. The PE curriculum map is carefully planned by the subject lead for staff to follow.</p>	<p>Pupils All staff PE Lead</p>	<p>Key indicator 4 – Broader experience of a range of sports Ky indicator 5 – Increased participation in competitive sport</p>	<p>– increasing children’s engagement and excitement for PE and sport.</p>	<p>£0</p>
<p>CPD – PE Lead on Level 5 specialism course and feedbacks to staff within staff meetings focusing on lesson structure, differentiation, assessment and adapting Lancs planning effectively.</p>	<p>Subject Lead Teaching staff</p>	<p>Key Indicator 1 - Staff have new strategies and ideas for teaching striking and fielding units – able to adapt planning where necessary for their cohort.</p>	<p>Children enjoy their PE lessons and ALL children are taking part in physical activity while also learning new skills and making progress.</p> <p>PE lead confident to pass on knowledge and skills to teaching staff so that PE lessons are good or better and effectively teaching the children new skills and helping them to progress within each lesson.</p>	<p>£995 £193.69</p>

<p>CPD - Team teach with Chance to Shine Cricket coach.</p>	<p>Teaching staff</p>	<p>Key Indicator 1 – Subject Lead nearing completion of the PE specialism qualification.</p>	<p>Staff feel confident to teach the skills linked to cricket and children experience a new sport that many have not played before – increasing children’s engagement and excitement for PE and sport.</p>	<p>£0</p>
<p>CPD – 1:1 support from PE lead when needed – planning together, team teaching, observing and feedback and assessing learning together (mostly in dance lessons)</p>	<p>Staff Subject Lead</p>	<p>Key Indicator 1 - Staff have new strategies and ideas for teaching striking and fielding units – able to adapt planning where necessary for their cohort.</p>	<p>Staff knowledge and skills developed further helping them to teach and assess dance.</p>	<p>£0</p>
<p>Introduce PE Leaders – Pupil voice to inform curriculum, after school clubs and people coming into school to work with</p>	<p>Pupils PE Lead</p>	<p>Key Indicator 3, 4 and 5 – Introducing Pupil PE Leaders has enabled us to raise the profile of PE and ensures we are planning ahead for broader experiences that the children are excited to take part in – this will then increase the participation of all</p>	<p>Children feel like they have a voice when it comes to PE. The ideas from the children are considered for future clubs/lessons which means children are</p>	<p>£0</p>

them.		pupils in competitive sport as their confidence builds.	more engaged within their learning.	
Equal access to sports in school and out of school	Pupils	Key Indicator 4 and 5 – All children have access to sports in and out of school through the Pendle School Games Partnership and after school clubs organised every half term by the PE subject lead.	Children experience competition alongside children from other schools at their level. All children are included including events specifically for low confidence and SEN.	£1801 (SSP)
Staff CPD/Team teach in lessons with BFC – ideas for new activities, starters and new ways to practice skills within striking and fielding and invasion games.	Staff	Key Indicator 1 - Staff have new strategies and ideas for teaching striking and fielding units – able to adapt planning where necessary for their cohort. Key indicator 4 – Broader experience of a range of sports Ky indicator 5 – Increased participation in competitive sport.	Staff feel confident to teach the skills linked to football and children experience another sport. This has resulted in increasing the number of girls playing football in school.	£3570
Equipment for all curriculum PE lessons and to support 60 minutes of activity per day, including enough	Children Staff	Key indicator 2: Engagement of all pupils in regular physical activity. Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole	Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school,	£436.38 £3857



<p>equipment to differentiate lessons effectively and enough for all pupils to access in 1 lesson and PE outdoors.</p>		<p>school improvement. Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils.</p>	<p>including teaching water safety and swimming and as a result improved % of pupil's attainment in PE.</p>	
<p>iPad for PE Passport</p>	<p>Teaching staff</p>	<p>Key indicator 1 – Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<p>Enabled teaching staff to assess learning, gather evidence and use the PE passport app across all year groups including EYFS.</p>	<p>£549.40</p>
	<p>Yr5 and 6</p>	<p>Key indicator 2: Engagement of all pupils in regular physical activity.</p>	<p>Children are confident to ride and understand how to stay safe on the roads.</p>	<p>£95</p>
<p>Go Velo – Bikeability course for year 5 and 6 pupils – hire of bikes and helmets</p>	<p>EYFS children</p>	<p>Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils.</p>	<p>EYFS children are confident on balance bikes and developed new skills.</p>	<p>£307.75</p>
<p>Balance Bikes – EYFS Pro Ride Coaching</p>	<p>Pupils</p>	<p>Key indicator 2: Engagement of all pupils in regular physical activity. Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils.</p>	<p>Evidence gathered,</p>	
		<p>Key indicator 3: The profile of</p>		

<p>Consistent use of robust SOW and Assessment platform - Primary PE Passport</p>	<p>Staff</p>	<p>PE and sport being raised across the school as a tool for whole school improvement. Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<p>effective assessment for all staff to access and use to adapt teaching according to gaps in skills and knowledge. Staff confident to teach using planning and adapting the plans depending on their cohort needs.</p>	<p>£1997 (3 years subscription to PE Passport and gymnastics for 1 year)</p>
<p>School Games Mark - increase engagement in differing levels of competition and participation events through the School Sports Partnership. Broader range of sports in after school club offer using SSP coaches.</p>		<p>Key indicator 5: Increased participation in competitive sport. Key indicator 3: The profile of PE and sport being raised across the school as a tool for whole school improvement. Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Children experience competition alongside children from other schools at their level. All children are included including events specifically for low confidence and SEN.</p>	<p>£1801 (SSP)</p>
		<p>Key indicator 5: Increased</p>	<p>Children experience competition alongside</p>	<p>£200</p>

<p>Travel to and from events</p> <p>Equipment for EYFS and KS1 curriculum PE (located in a separate building to KS2). This includes bigger apparatus needed in the separate building that can't be transported and equipment needed to support differentiation ad SEND children.</p>	<p>EYFS and KS1 pupils and staff</p>	<p>participation in competitive sport. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 2: Engagement of all pupils in regular physical activity. Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement. Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils.</p>	<p>children from other schools at their level. All children are included including events specifically for low confidence and SEN.</p> <p>Allowing all children to make progress in lessons and ensuring all children have the correct equipment to use for their level.</p>	<p>£3337.78</p>
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## Key achievements 2023-2024

This template will be completed at the end of the academic year and will showcase the key achievements schools have made with their Primary PE and sport premium spending.

Activity/Action	Impact	Comments
<p>All children accessing 2 hours of PE a week</p> <p>Inclusive PE and sport – SEN and low confidence events, different sports introduced, girls attending football club and joining football team, children have a voice and share their opinions on PE and sport in school.</p> <p>Staff are confident to teach striking and fielding and invasion games.</p> <p>Staff are beginning to feel more confident when teaching dance</p> <p>PE Passport is used effectively throughout school from EYFS – Year 6.</p>	<p>Children are showing progress within all areas of PE</p> <p>More and more children feel excited for their PE lessons and look forward to events and representing school</p> <p>Lessons show clear structure with different strategies being used depending on the children's needs.</p> <p>New strategies applied when teaching dance in some year groups</p> <p>Assessment is consistent throughout school and we can see any gaps and where progress is being made for each child</p>	<p>Next year we will attend more events allowing more children to take part and represent school</p> <p>We will continue to focus on dance next year to ensure teaching is consistent throughout school</p>

## Swimming Data

Meeting National Curriculum requirements for swimming and water safety.

Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	67.7%%	<i>Use this text box to give further context behind the percentage. e.g., 30% - we are struggling to get pool space due to our local pool closing so we have had to use a much smaller local school pool. We have had to limit the number of pupils attending swimming lessons during one term which means some pupils have attended fewer swimming lessons than others.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	67.7%	<i>Use this text box to give further context behind the percentage. e.g., 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 2024</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>83.4%%</p>	<p><i>Use this text box to give further context behind the percentage.</i></p>
<p>If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?</p>	<p>Yes/No</p>	
<p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	<p>Yes/No</p>	<p>We booked onto the swimming course but the date was postponed then when we tried to book on again the course was full.</p>

Signed off by:

Head Teacher:	Nicola Walker
Subject Leader or the individual responsible for the Primary PE and sport premium:	Subject Leader: Emily Martin Individual responsible for the Primary PE and sport premium: Nicola Walker
Governor:	Nick Browne
Date:	22/07/2024