



# The Primary PE and sport premium

Planning, reporting and  
evaluating website tool

Updated September 2024

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 2025.**

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

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

Activity/Action	Impact	Comments
Area 1- Fundamental Movement Skills	Teachers confidence has improved due to the CSSP involvement in school  The PE Subject leader attended a FMS Course on 19 <sup>th</sup> June and is planning on cascading training next academic year.  The PE Subject leader attended the New to PE Course on 4 <sup>th</sup> July to keep up to date with new initiatives and to bring back ideas of ways to promote PE across school  The PE subject leader has observed an improvement in the teaching of fundamental movement skills following coaching from CSSP	Due to new teachers and teaching assistants joining the Primary Staff Team, this area will continue to be an area of focus for next year to ensure sustainability.
Area 2- Physical Therapy	The sensory gym is available to support the vestibular and proprioceptive systems.  The gym will has equipment that improves body awareness, enhances balance, co-ordination and gross motor skills.	Shine therapy will provide training for staff to maximise effective use of the equipment next year.  Rebound therapy training will be provided next year.

Area 3- Physical Activity	<p>All TA's attended training on February 28<sup>th</sup> by Erica (trained OT from Shine Therapy)</p> <p>All staff were trained on how to set up sensory circuits, the benefit and impact sensory circuits will have on their cohort of pupils.</p> <p>All TA's across school are now able to set up appropriate sensory Circuits.</p> <p>All Primary TA1's and TA2's have been observed setting up and delivering sensory circuits to Primary pupils. With Outstanding feedback from OT's and Senior Leaders.</p> <p>All staff are now able to apply the skills that they have learnt from training will all commenting on the impact that this has had already on their classes.</p>	<p>Each Primary member of staff had to attend training with a key pupil in mind, so that the training could be personalised to their class and ideas could be shared</p> <p>More areas for physical activity or access to more external venues are needed next year.</p>
Area 4- Swimming	<p>KBU attended "all you need to know about primary swimming" on Friday 1<sup>st</sup> March 2024-KBU was taught how to plan a swimming lesson, she was also assessed on how she delivered a swimming lesson to a group of pupils.</p> <p>Rowan, Sycamore and Willow access Hindley pool. All three classes' access swimming every week.</p> <p>Beech, Chestnut, Maple and Oak access Nuffield on a half termly basis where all pupils are able to experience the water. All pupils are given a therapeutic experience with guidance and support on feeling happy to access the water.</p> <p>All pupils in Rowan, Sycamore and Willow have increased in their swimming confidence. With all pupils making progress from their starting point in September until now.</p> <p>100% of pupils in Beech, Chestnut, Maple and Oak have benefited from their experience at Nuffield and continue to grow in confidence in the water.</p>	<p>Top up swimming lessons will continue to maximise progress in swimming and water safety for our primary pupils.</p>
Area 5-Sports Week	<p>Sports Week provided new physical activities to promote physical exercises and allowed pupils to experience events that they would struggle to access outside of school. All</p>	<p>Each year we plan to provide new exciting opportunities.</p>

	pupils find the activities planned engaging, accessible and some activities give the pupils new experiences.	
Area 6- Competitions	<p>Primary pupils have experienced a variety of competitions across the academic year and all primary classes have experienced at least one competition.</p> <p>Our most complex class in Primary has accessed outside competitions on 5 occasions and each time the pupils have shown an increase in their participation.</p> <p>10 Pin Bowling-Maple, Willow, Sycamore Creative Festival-Maple and Oak Gymnastics-Oak Boccia/Kurling- Oak/Maple Inclusive Festival- Willow Multi Skills Festival-Beech, maple, Oak, Chestnut Pentathlon- Oak, Maple, Rowan, Sycamore Bowling Bike Festival-Mixed group Martial Arts- Oak and Maple.</p> <p>Social Media has been used to promote Nuffield to Primary parents who wish to use Nuffield outside of school as a family. Already three families have begun to use the centre as a family and have reported the positive impact that this has had on them as a family but also how they have found somewhere that is appropriate to take their child.</p>	Parents were signposted to the Chorley Sports Partnership events that took place over the school holidays via the school website and social media Platforms.
Area 7- Bikeability	<p>All pupils achieved certification in either Balance biking or Learn to ride.</p> <p>More than 22 pupils achieved certification and selected pupils were identified to represent the school in a Balance bike competition. This was a huge success and all pupils engaged and participated within the event.</p> <p>100% of all pupils were engaged in all sessions planned by Bikeability which resulted in all pupils achieving their</p>	<p>Balance bike and Learn to ride sessions took place over the Spring term.</p> <p>All primary classes accessed either of the sessions. Beech, Chestnut, Maple and Oak pupils accessed the Balance bike sessions.</p> <p>Rowan, Sycamore and Willow accessed the Learn to Ride Sessions.</p>

	Bikeabilty certification.	
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## Key priorities and Planning

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

**24-25 Allocation: £16,999**

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
<p><b><u>Area 1 – Fundamental Movement Skills (FMS)</u></b></p> <p>PE and Sports Leads to conduct whole school training on FMS.</p> <p>Teachers &amp; teaching assistants assess own confidence, knowledge and skills in teaching FMS at the beginning and end of the year.</p> <p>PE and Sports Leads to deliver training on assessment, progression and teaching FMS across pathways to teachers and teaching assistants.</p> <p>CSSP to coach new teachers and teaching assistants in the delivery of FMS.</p> <p>Purchase resources to support the teaching of FMS.</p> <p>Lesson observations to monitor the impact of training and coaching.</p>	<p><b><u>Area 1</u></b></p> <p>PE &amp; Sports Leads</p> <p>CSSP Coaches</p> <p>Teachers</p> <p>Teaching Assistants</p> <p>Pupils</p>	<p><b><u>Area 1</u></b></p> <p>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</p>	<p><b><u>Area 1</u></b></p> <p>All pupils make progress in Fundamental Movement Skills.</p> <p>This leads to an increase in pupils being able to engage in physical activities for health, fitness and leisure.</p> <p>Sustainability will be achieved through up skilling teachers to deliver PE lessons.</p>	<p><b><u>Area 1</u></b></p> <p>£5437 CSSP Coaching</p> <p>£191 PE Network Meetings</p> <p>£2647.91 Resources to support the teaching of FMS</p>

Area 2 – Rebound Therapy	Area 2	Area 2	Area 2	Area 2
<p>Individualised Rebound plans to be created to identify measurable physical targets.</p> <p>Book 4 x staff to train in rebound therapy  <a href="https://www.reboundtherapy.org/courses/open/">https://www.reboundtherapy.org/courses/open/</a></p> <p>Rebound timetable to be produced outlining key pupils</p> <p>Maintenance checks to be carried out twice yearly in order for safe practice to continue.</p> <p>Rebound staff to complete confidence survey at the beginning and the end of the year.</p> <p>Rebound Therapy targets to be assessed.</p>	<p>Staff identified to deliver Rebound Therapy</p> <p>Pupils identified to take part in Rebound Therapy</p> <p>Staff to be trained on the use of the room and how to support pupils.</p>	<p>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<p>All pupils accessing rebound therapy will achieve their physical Rebound therapy target.</p> <p>Ongoing Rebound Therapy will be sustained due to high quality CPD and maintenance of equipment.</p>	<p>£2351 Rebound training for 4 staff</p>



<b><u>Area 3 – Spending Sports Premium Funding</u></b>	<b><u>Area 3</u></b>	<b><u>Area 3</u></b>	<b><u>Area 3</u></b>	<b><u>Area 3</u></b>
Subject leader to ensure they understand how to spend public money correctly and report this correctly to the DfE by 31 <sup>st</sup> July	PE Lead	Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.	Sports Premium Funding will have been spent effectively to improve the teaching of PE and sport across school  All pupils will make progress in PE	£208 Sports Premium CPD

<u>Area 4 - Swimming</u>	<u>Area 4</u>	<u>Area 4</u>	<u>Area 4</u>	<u>Area 4</u>
<p>Feedback to primary teachers / teachers to attend "Everything you need to know for school swimming" training via LPDS</p> <p>Measure swimming ability on a termly basis</p>	<p>PE and Sports Leads</p> <p>Primary Teachers</p> <p>Pupils</p>	<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.</p> <p>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>Key Indicator 2: Engagement of all pupils in regular physical activity</p>	<p>All primary pupils will increase in swimming confidence and ability as measured by Astley Park Swimming Framework</p> <p>Evidence for Learning learning journeys will show progression through evidencing and tracking of pupils progress.</p>	<p>Teacher CPD £208 x 9 = £1872</p>

<u>Area 5- Learning for life and JAS Award</u>	<u>Area 5</u>	<u>Area 5</u>	<u>Area 5</u>	<u>Area 5</u>
<p>Learning for life material to be purchased.</p> <p>Staff to trained on what is needed to evidence that Learning for life criteria is being met and achieved</p> <p>Learning for Life working party to be established</p> <p>Training for staff in Willow class to begin accessing JAS award</p> <p>JAS profiles to be set up and activities to be identified for all 10 pupils</p> <p>Supporting visuals to be created using Widgit online so that pupils can access the JAS booklets.</p> <p>Staff to identify new activities to complete the hours needed to achieve each award.</p>	<p>Deputy Headteacher</p> <p>Teachers</p> <p>TAs</p> <p>Pupils</p>	<p>Key Indicator 2: Engagement of all pupils in regular physical activity</p> <p>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Increase opportunities to all primary pupils offering them a wider range of sporting activities as part of developing a healthy lifestyle</p> <p>All pupils across Primary classes (70) will take part in an at least 30 minutes of physical activities per day. This will increase pupils' engagement in physical activity in a way that is appropriate to their developmental ability and needs.</p> <p>All Willow class pupils to achieve a green JAS award</p>	<p>£704.50- 3 year subscription for Learning for life</p> <p>£80- JAS for 10 pupils (willow class)</p>

<u>Area 6 – Sports Week</u>	<u>Area 6</u>	<u>Area 6</u>	<u>Area 6</u>	<u>Area 6</u>
<p>To plan a weeklong timetable of new and appropriate activities for sports week.</p> <p>To devise a timetable of festivals and activities accessible to all.</p> <p>Book and timetable activities for classes to access.</p> <p>Evidence pupils taking part in new activities.</p>	<p>PE and Sports Lead</p> <p>Identified Teachers</p> <p>Pupils</p>	<p>Key Indicator 2: Engagement of all pupils in regular physical activity</p> <p>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>All primary pupils (70) will take part in at least two new physical activities (new to pupils), ensuring increased participation from girls.</p> <p>One of these activities will be accessible as a club/hobby outside of school. This will promote sustainability for pupils.</p>	<p>£3268.28 to book a range of new activities from external providers.</p> <p>Inclusive PE CPD £98</p>

<u>Area 7 – Competitions</u>	<u>Area 7</u>	<u>Area 7</u>	<u>Area 7</u>	<u>Area 7</u>
<p>Plan inter/intra competitions that will be appropriate for pupils of all stages and abilities.</p> <p>Encourage all primary classes to sign up and participate in inter/intra competitions</p> <p>Signpost parents to sports where pupils show enjoyment or talent</p> <p>Measure increased participation.</p>	<p>PE and Sports Lead</p> <p>Teachers</p> <p>Pupils</p>	<p>Key indicator 5: increased participation in competitive sport</p>	<p>Increase in number of primary pupils who take part in new sports or physical activities as part of intra or inter competitions ensuring increased participation from girls.</p> <p>Increase number of primary pupils in lower primary classes/that haven't before participated in competitive sport. Focus on girls.</p> <p>Increase number of pupils that participate in sport outside of school. Focus on girls.</p>	<p>Part of CSSP cost above</p>



## Key achievements 2024-2025

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><b>Area 1 – Fundamental Movement Skills (FMS)</b></p> <p>PE and Sports Leads to conduct whole school training on FMS.</p> <p>Teachers &amp; teaching assistants assess own confidence, knowledge and skills in teaching FMS at the beginning and end of the year.</p> <p>PE and Sports Leads to deliver training on assessment, progression and teaching FMS across pathways to teachers and teaching assistants.</p> <p>CSSP to coach new teachers and teaching assistants in the delivery of FMS.</p> <p>Lesson observations to monitor the impact of training and coaching.</p>	<p>Feedback from teaching staff showed an improvement in confidence in supporting learners to develop their FMS following training. Drop-ins have shown an improvement in the quality of teaching following the training.</p> <p>CSSP have coached all primary teachers and teaching assistants in the delivery of FMS, leading to an improvement in teaching and learning, as evidenced by lesson drop-ins and pupil progress data.</p> <p>All pupils have made progress in Fundamental Movement Skills which leads to an increase in pupils being able to engage in physical activities for health, fitness and leisure.</p>	<p>CPD for teaching assistants has had to be postponed until the next academic year due to staffing challenges. This will be a priority next year.</p>
<p><b>Area 2 – Rebound Therapy</b></p> <p>Individualised Rebound plans to be created to identify measurable physical targets.</p> <p>Book 4 x staff to train in rebound therapy <a href="https://www.reboundtherapy.org/courses/open/">https://www.reboundtherapy.org/courses/open/</a></p> <p>Rebound timetable to be produced outlining key pupils</p> <p>Maintenance checks to be carried out twice yearly in order for safe practice to continue.</p> <p>Rebound staff to complete confidence survey at the beginning and the end of the year.</p> <p>Rebound Therapy targets to be assessed.</p>	<p>Identified pupils have Rebound Therapy plans and access sessions weekly, where this is identified on their EHCP. This has been timetabled.</p> <p>4x staff are trained in Rebound Therapy.</p> <p>Progress has been limited this year due to a delay in beginning the interventions due to trampoline damage. We hope to see increased progress next academic year now that the trampoline has been repaired and staff have been trained.</p>	<p>Rebound therapy interventions were delayed in being able to commence until the Summer Term due to damage to the trampoline and the time it took for new parts to be made and fitted.</p> <p>4 staff completed training. One member of staff has since left, therefore one more member of staff to be trained next academic year to ensure sustainability.</p>

<p><b><u>Area 3 – Spending Sports Premium Funding</u></b></p> <p>Subject leader to ensure they understand how to spend public money correctly and report this correctly to the DfE by 31<sup>st</sup> July</p>	<p>Sports Premium Funding will has been spent effectively to improve the teaching of PE and sport across school</p> <p>All pupils made progress in PE during the year 24-25</p>	
<p><b><u>Area 4 - Swimming</u></b></p> <p>Feedback to primary teachers / teachers to attend "Everything you need to know for school swimming" training via LPDS</p> <p>Book top-up swimming sessions</p> <p>Pupils to attend top-up swimming sessions.</p> <p>Devise Astley Park top-up Swimming Framework</p> <p>Support staff to use swimming framework effectively</p> <p>Measure swimming ability on a termly basis</p>	<p>All primary pupils have accessed swimming this year and have made progress, as evidenced via learning journeys on Evidence for Learning and progress on B-Squared where relevant.</p> <p>Most primary teachers have completed "Everything you need to know for school swimming" training via LPDS.</p>	<p>LPDS have cancelled some CPD due to lack of uptake but we were still charged –2 staff need to access the CPD next academic year. The training could be rolled out to teaching assistants too where appropriate (TA3s).</p>
<p><b><u>Area 5- Learning for life and JAS Award</u></b></p> <p>Learning for life material to be purchased.</p> <p>Staff to trained on what is needed to evidence that Learning for life criteria is being met and achieved</p> <p>Learning for Life working party to be established</p> <p>Training for staff in Willow class to begin accessing JAS award</p> <p>JAS profiles to be set up and activities to be identified for all 10 pupils</p> <p>Supporting visuals to be created using Widgit online so that pupils can access the JAS booklets.</p> <p>Staff to identify new activities to complete the hours needed to</p>	<p>All pupils in Willow Class have achieved the Gold JAS Award. Completing the award has supported learners to complete at least 30 minutes of physical activity per day, and increased engagement in a broader range of physical activity, appropriate to their developmental ability and need.</p> <p>Pupils learnt a new sport – Rounders</p> <p>Pupils learnt a new skill – Den Building</p> <p>Pupils developed existing interests</p>	<p>Astley Park School have subscribed to the Lancashire Learning for Life Award and we are working towards achieving all badges. The Equality working party are working towards achieving the badges and evidence gathering is well underway.</p> <p>All staff in Willow Class have been trained in delivering the JAS Award. They have created supporting resources so that pupils can access the booklets.</p>

achieve each award.		
<p><b><u>Area 6 – Sports Week</u></b></p> <p>To plan a weeklong timetable of new and appropriate activities for sports week.</p> <p>To devise a timetable of festivals and activities accessible to all.</p> <p>Book and timetable activities for classes to access.</p> <p>Evidence pupils taking part in new activities.</p>	<p>All primary pupils have taken part in at least two new physical activities (new to pupils), ensuring increased participation from girls.</p> <p>Many of these activities are be accessible as a club/hobby outside of school to promote sustainability for pupils.</p> <p>All pupils engaged well with the sports week activities planned.</p>	<p>Activities included: Mini Golf, Zorbing, Dance, Football, Circus Skills, Cycling, Yoga, Archery, Boccia, Balloon Tennis, Fitness and a Fun Run.</p>
<p><b><u>Area 7 – Competitions</u></b></p> <p>Plan inter/intra competitions that will be appropriate for pupils of all stages and abilities.</p> <p>Encourage all primary classes to sign up and participate in inter/intra competitions</p> <p>Signpost parents to sports where pupils show enjoyment or talent</p> <p>Measure increased participation.</p>	<p>All primary pupils had the opportunity to engage with inter/intra competitions this year. Where pupils showed enjoyment and talent, parents were signposted to out of school clubs.</p>	

## Swimming Data

*Meeting National Curriculum requirements for swimming and water safety.*

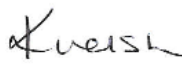
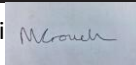

*Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study*

<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?	10%	Most pupils need swimming aids to swim 25m currently, but will continue to access swimming lessons during Key Stage 3 and 4 to develop competence, confidence and proficiency.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	10%	Most pupils need swimming aids to swim 25m currently, but will continue to access swimming lessons during Key Stage 3 and 4 to develop effectiveness using a range of strokes.
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	0%	Pupils practice these skills weekly but continue to need adult support and opportunities to regularly practice this.

<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</p>	<p>Pupils accessed top up swimming lessons this year to facilitate increased progress.</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</p>	<p>Most primary teachers have accessed “Everything you need to know about school swimming” CPD via LPDS. Some training has been postponed to 2025-26. All teachers will access swimming and water safety CPD by the end of the academic year 2025-26.</p>



Signed off by:

Head Teacher: 	Kieran Welsh, Headteacher
Subject Leader or the i  responsible for the Primary PE and sport premium:	Michelle Crouch, Assistant Headteacher
Governor: 	Sarah Seddon, LA Governor
Date: 17 <sup>th</sup> July 2025	