

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
New playground zones/equipment organised into zones with a focus on FMS.	FMS end of KS1 assessment showed few children not meeting/exceeding expectations.	Continued development in this academic year, specific areas identified.
Re-design outdoor areas in Nursery, Reception and Year 1 in line with Step into Quality.	Step into Quality assessment achieved.	
All children in Year 3-6 get at least 6 weeks of swimming instruction per year.	96% of children swimming 25m by Year 6 meets national expectations.	We hope this continues to grow beyond national expectations, with the target of meeting 100%.
High standards of health and safety, increased staff knowledge of expectations through training.	Safe practice across all sporting experiences in school.	Other sporting opportunities to be developed this academic year.
Raise profile of PE throughout the school.	Children had opportunity to experience coaching in cricket, yoga, tennis and	
Increased opportunity for pupils to have		

experience of a wide range of sports/sporting opportunities.	football in last academic year.	
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Key priorities and Planning

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

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
<i>Incorporate whole school speaking and listening SIP focus into sporting opportunities throughout the school.</i>	<i>Teachers, teaching assistants, support staff- they will support children in lessons, at sporting events and during ‘follow up’ activities.</i> <i>Pupils – as they will take part in the additional opportunities.</i>	Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement.	<i>Children to be involved in match reports post event which will be published on the school website. Children will aspire to take part in these opportunities as they move up the school.</i> <i>Staff will support the facilitation and use of the media centre. Use of the media centre has started, some reference to sport but could develop further next year.</i>	<i>Media Centre technology</i>
<i>All of Key Stage 2 pupils represent the school at a sporting event within this</i>	<i>Teachers/teaching assistants/support staff- they will take children to external WLSP events/provide additional friendly game</i>	Key Indicator 5: Increased participation in competitive sport.	<i>Children selected for sports events based on sporting ability and interest. All children in the school tracked for</i>	<i>WLSP Fee</i> <i>Coaches to and from event.</i> <i>Additional staffing to attend more</i>

<p><i>academic year.</i></p> <p><i>Children to have an awareness of the different sporting opportunities and develop new interests in sports.</i></p>	<p><i>opportunities.</i></p> <p><i>Pupils- they will attend the events.</i></p> <p><i>Teachers/coaches- they will be leading the sessions.</i></p> <p><i>Pupils- they will attend sporting opportunities that widen their understanding of different sporting opportunities.</i></p> <p><i>Parents- sharing their sporting achievements to inspire the children.</i></p>	<p>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p><i>their attendance at different clubs.</i></p> <p><i>A wide range of staff confident at taking pupils to WLSF events and the process involved e.g., Risk assessments</i></p> <p><i>Sports that are not offered in PE sessions offered extracurricular opportunities delivered from trained coaches.</i></p> <p><i>Target children who do not attend clubs outside of school.</i></p> <p><i>More children having the opportunity to try different sports and link them to the local community clubs if they wish to continue.</i></p> <p><i>All children hear motivational stories from adults in our community who take part in competitive sport at a high level.</i></p>	<p><i>events outside the school day.</i></p> <p><i>Coaching fees</i></p> <p><i>New equipment</i></p>
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<p><i>Teacher/Teaching assistant CPD in PE.</i></p>	<p><i>Teachers/Teaching assistants- they will be upskilling themselves by taking part in training.</i></p> <p><i>Pupils- they will benefit from staff who are up to date with current best practice in Physical Education.</i></p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p>	<p><i>Teachers will show increased confidence when teaching one of the core areas in PE. 'Outdoor Adventurous Activities'.</i></p> <p><i>P.E. lessons in this area will be inspiring and appropriately challenging.</i></p>	<p><i>OAA training from LCC .</i></p> <p><i>Striking and Fielding Training from LCC.</i></p> <p><i>Creative Steps Dance Training.</i></p> <p><i>P.E. resources to support new training.</i></p>
<p><i>Development of Early Years Outdoor Physical Development.</i></p>	<p><i>Early Years Staff- they will facilitate learning within the outdoor areas.</i></p> <p><i>Pupils- they will access outdoor areas.</i></p>	<p>Key Indicator 2: The engagement of all pupils in regular physical activity.</p>	<p><i>Data on entry to nursery to end of reception will show increased progress in physical development.</i></p> <p><i>Children access the outdoor areas during all seasons.</i></p>	<p><i>Outdoor suits/footwear</i></p> <p><i>Shades for nursery area.</i></p> <p><i>General P.E. equipment.</i></p> <p><i>Balance Bikes/Scooters</i></p>
<p><i>Consistent and effective assessment across</i></p>	<p><i>Teachers/teaching assistants- they will be doing the assessments and adapting lessons to suit the needs of the</i></p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p>	<p><i>Children will show progression in line with or above expectations for their age.</i></p> <p><i>Consistency and staff</i></p>	<p><i>PE Passport fee and training.</i></p> <p><i>Additional time for subject leader to monitor and support</i></p>

<p><i>the school in PE.</i></p>	<p><i>children.</i></p> <p><i>Pupils- they will be closely tracked and supported to develop their performance in PE.</i></p>		<p><i>knowledge of 'good performance' for each area will ensure children at risk of not making good development will be targeted and appropriate intervention put in place before the gap widens.</i></p> <p><i>Staff confident at using PE Passport to assess the children in PE.</i></p>	<p><i>other members of staff during PE sessions.</i></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><i>All Key Stage 2 pupils represent the school at a sporting event within this academic year.</i></p> <p><i>Children to have an awareness of the different sporting opportunities and develop new interests in sports.</i></p>	<p>90% of KS2 Children have been selected to represent the school at an external sports event.</p> <p>There have been some new successes when competing at the events, such as 1st in the school swimming gala event, 3rd in the dance competition event and 1st in the Y3/4 Quad Kids event and 1st in the KS1 SEN Panathlon. For the first time, children have reached a regional final.</p> <p>Of the children that haven't been to an event, these will be targeted to attend in the next year. Standard at sports day was much improved. Children demonstrating good running, jumping and throwing techniques. The majority of children showed a 'Growth mindset' children were able to self-regulate when winning and losing.</p> <p>We have entered 29 different external sports events this year. New events introduced; West Lancs Dance competition, KS1 Panathlon and regional celebration of</p>	<p>Children were continually monitored throughout the year and initially 100% were planned to go to an external sports event. Calendar clashes with WLSP and school events meant that we couldn't attend all events, particularly in the summer term. This will be fed back by the subject leader at the annual WLSP meeting.</p> <p>There are no SEN/PP children in the 10% that haven't attended. 8/10 children are girls that haven't attended.</p> <p>Feedback from parent surveys have requested more KS1 after school activities. We have trialed some external providers, but we felt they were not of</p>

Teacher/Teaching assistant CPD in PE.

sports event.
We hosted the annual Burscough Football Tournament establishing connections with the local Burscough Football club and neighbouring schools.
We have achieved the GOLD Award for the second year running in the School Games Award. This recognises that BVPS is committed to providing children with opportunities to get children active in and outside of school. After 4 consecutive years of GOLD, we can apply for the Platinum Award.
We have had specialist sports coaches for after-school tennis and football.
Reception children have had specialist tennis coaching. Year 1-Year 6 children have had year-round lunchtime football coaching.
Pupil premium children have received 2 terms of weekly Divine Dance sessions.

OAA Training moved to the summer term due to the injury of Lancashire PE. Consultant.
Impact of this training and support of staff leading these lessons will continue into 2024/2025.

the standard we would provide for our children. WLSP currently don't have the capacity to provide support with specialist sports coaching for after school clubs alone. Clubs have been provided by school staff focusing on playground games/listening and responding activities (which have been an identified area for development in these year groups). In the summer term there was a KS1 after school football club. This is an area we would like to further develop. In comparison to other local schools, many do not offer sporting after school club provision for KS1.

Winmarleigh Y4 Questionnaire

Beforehand; most just very excited, or excited and a bit nervous, only one really nervous.

Most of worries were about sleeping over/leaving mum and dad. Few worried about the food and activities.

Highlights were; staying in bunk beds/sleeping over with friends or the activities (in particular the zip line).

Skills they thought they developed the most; team work, taking risks and independence.

Feelings about Y6 residential; 9 excited and really looking forward to it, 6 excited but nervous and 5 feeling unsure about it.

Development of Early Years Outdoor Physical Development.

Staff confident in using the PE Passport for accessing planning, completing assessments and providing evidence for each unit of work. Ofsted Dive Deep in PE – very positive feedback from the inspector. Staff assess on a lesson by lesson basis which allows them to plan for the next steps, appropriately challenging and supporting children. Staff use PE Passport as a basis and develop and extend as further as necessary. As the year progresses, children who are working towards in certain units can be targeted to reach expected.

Nursery- Gross Motor Skills-
On entry- 64% of children were secure in gross motor skills, end of year 89% were secure in gross motor. On entry- 48% of children were secure in fine motor skills, end of year 77% were secure in fine motor.

Reception – Fundamental Movement Skills data.

On entry- 64% of children were secure in gross motor skills, end of year 84% were secure in gross motor. On entry- 48% of children were secure in fine motor skills, end of year 68.1% were secure in fine

Consistent and effective assessment across the school in PE.

Next year's budget to include any resources needed to further this area of P.E.

14 % of children will require development in gross motor skills at the end of reception. They will be identified for additional intervention in Year 1.

Consideration given to outdoor areas for Nursery, reception and Year 1. Need to get rid of old equipment and order new.

Further explore clubs for Key stage 1.

motor.

Outdoor all-weather suits were purchased for Nursery-Y1 so children can always access the outdoor areas.

88% of KS1 and KS2 are expected or exceeding in PE.

Level 5 Sports HLTA who teaches approximately 50% of PE lessons across school observed to be good/outstanding. Specific feedback given from subject leader to further subject.

For 2 terms of the year, trialed subject leader delivering Y4,5,6 P.E. as a rotation. Apprentice teacher given specific feedback from headteacher/deputy head teacher to further develop teaching of PE.

Children are offered a total of 15 + 40 minutes active play between break and lunchtime. Many year groups have a further 10 minute afternoon break. This provides opportunity for children to access the daily 60 active minutes. Activities within the different zones utilize a range of equipment. Ordering for next year, has focused on children's interests and introducing girl orientated resources as this

has been identified as an area of need.
% of children achieving FMS in KS1 data.

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?	96%	<i>1/26 children that cannot swim competently has made considerable progress going down in support arm bands as the swimming sessions have progressed.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	96%	<i>Front crawl and backstroke most effective.</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>100%</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>N/A</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>Subject leader and Level 5 Sports HLTA have received specific swimming training from Swim England coaches.</p>

Signed off by:

Head Teacher:	<i>Anna Smith</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Kerry Logie – Handover to Anna Smith (Headteacher) Sophie Lawrence and Kayleigh Weston</i>
Governor:	<i>Jamie Gregg</i>
Date:	28.6.24