



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
<p>To ensure all children are active and are provided with opportunity to develop key skills and access a variety of different activities and sports. To create times for children to practise during breaks and lunch times.</p>	<p>Playtimes are a fun and active time for the majority of pupils. They are fully engaged in activities and having a varied selection of equipment supports this. They are practicing their skills and being active.</p>	<p>Staff voice – Saves time going to the PE cupboard and the kids are taking more responsibility for the kit.</p> <p>Pupil voice – It's so much easier with the storage, we can get the things out ourselves and don't need to ask all the time.</p> <p>Observation – Equipment is well organised and being cared for.</p>
<p>To ensure that all children – with an emphasis on those less likely to want to participate in competitive sports can join in and offered opportunities.</p>	<p>Previous year 4/5 students were trained as playground leaders, providing a variety of games with both KS1 and KS2 students. This allowed students to be skilled in planning and implementing a variety of different activities. They demonstrate their skills to the other children and get children involved in activities at lunchtimes.</p>	<p>Pupil voice – 'It's been fun getting to know the little kids and learning new games with them all, keeps me running around too, I look forward to when I'm on duty'.</p>

<p>PE Passport used across school.</p> <p>Staff training of PE passport to ensure all staff know how to use it. Planning scheme on the app used in lessons. Assessment tool used within lessons to enable instant feedback and support to students.</p> <p>CPD for staff- Staff sent on courses or specialist coaches/teachers coming into the school environment to deliver lessons.</p> <p>Had previous coaches in to deliver PE lessons alongside of teachers. This included multi-skills, game skills, tennis, dance and gymnastics.</p>	<p>Greater and wider use of PE passport has improved the way that we assess and mark progress in PE throughout school.</p> <p>Continuous Professional Development (CPD) for staff and the inclusion of specialist coaches or teachers in the school environment significantly enhanced the quality of physical education (PE). The CPD ensured that school staff stay updated with the latest teaching strategies, techniques, and knowledge in physical education, leading to more effective and engaging PE lessons. Specialist coaches brought a wealth of expertise and a high level of skill in specific sports or activities, enriching the PE curriculum with diverse and high-quality instruction. This combination raised the overall standard of PE, motivating students, improving their physical fitness, and fostering a positive attitude towards an active lifestyle. Additionally, it led to the discovery and nurturing of students' talents in various sports, contributing to their holistic development.</p>	<p>Continue to invest in PE Passport for planning and assessment purposes.</p> <p>Continue to make sure that all clubs are registered on PE Passport and attendance is monitored.</p> <ul style="list-style-type: none"> - Gain pupil and parent voice about club choice, targeting girls and PP students to attend. - Look at timetabling of different clubs to engage more children in before school activities. <p>Encourage more girls to take part (girls football set up).</p> <p>The delivery of lessons and the quality is evident through observations and discussions with staff.</p> <p>Student voice “Love running club on a Wednesday, enjoy running around the field and playing games with everyone”.</p> <p>“I love the variety of different clubs we have available”.</p>
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<p>Provided a wide variety of before and after school clubs that offer different sports and opportunities to be active.</p> <p>Provided an exposure to a variety of different sports in our curriculum by purchasing new sporting equipment. Develop opportunities for competitions by attending out of school events. Setting up interhouse competitions and in-house leagues for different sports.</p> <p>Supply cover for subject leadership time.</p>	<p>Engaged all children and with having a variety of sports, it allowed the children to choose and experience different skills and opportunities. It increased their confidence, skills and social aspect.</p> <p>Set up a new netball league- this gave the children the excitement and some of them joined an out of school netball club.</p> <p>Allowed high quality lessons to be taught and children to achieve high quality skills, due to the school having the correct equipment for all abilities of children. The children love competing against other schools and demonstrating their skills. We have attended a variety of different sporting events including; netball, football, athletics, multi-skills, quadkids, cricket.</p> <p>We have inclusion competitions which allows the children who do not represent school as much in sport, have the opportunity to do so.</p> <p>Providing supply cover for leadership time in PE allowed dedicated PE leaders to focus on strategic planning, curriculum development, and the implementation of innovative programs without the immediate demands of teaching duties. This ensured that PE leaders could dedicate time to enhancing the quality and breadth of the PE curriculum, organising extracurricular activities, and coordinating professional development for staff. Consequently, this led to a more structured and comprehensive PE program, improved student engagement and performance, and a more cohesive approach to promoting physical activity and well-being within the school.</p>	<p>Observation</p> <ul style="list-style-type: none"> - Children engaged in a variety of different activities across the playground. <p>Staff voice</p> <ul style="list-style-type: none"> - Behaviour is much improved when there are more activities and equipment on the playground - Year 3/4 have been competing at breaktimes in classes to compete in games. <p>Observation</p> <ul style="list-style-type: none"> - A lot of students asking if we can do it every day, offering ideas for future competitions. - A lot of students completing it every week and interested to see their improvement <p>Students cheering each other on.</p>
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Extra swimming lessons	Paying for extra swimming for those who failed impacted PE by providing additional support and opportunities for skill development, ensuring all students had the chance to improve their swimming abilities.	
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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
<p>Continue to increase staff confidence in assessing skills and progress across PE lessons.</p> <p>Enable staff to deliver a wide curriculum across a two-year cycle covering all skills that provides regular assessment opportunities to stretch able students as well as support the less able</p>	<p>Staff- as they will use the PE passport planning to deliver high quality lessons. It will be used as an assessment tool within lessons to enable instant feedback and support to students.</p> <p>Pupils- As they will be accessing the lessons.</p>	<p>Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<p>Greater and wider use of PE passport has and will continue to improve the way that we assess and mark progress in PE throughout school.</p> <p>Trained staff to use PE Passport for extracurricular and competitions in order to provide us with helpful data regarding student's activity levels and attendance.</p>	<p>£400 for PE passport.</p>
<p>To improve the leading of PE.</p>	<p>Teachers- as they will need supply cover to attend courses.</p>	<p>Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<p>Supply cover for subject leadership time to ensure PE and Sport of managed well and standards upheld. PE lead to attend a free tennis course.</p> <p>Learning walks and observation will take place as well as booking in clubs and third parties for next year. This shows that our standard of PE across school is high.</p>	<p>£480</p>

<p>CPD for staff</p> <p>To provide a wide variety of before and after school clubs that offer different sports and opportunities to be active.</p>	<p>Primary school teachers</p> <p>Pupils- as they will take part</p>	<p>Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>Key indicator 1: The engagement of all pupils in regular physical activity</p> <p>Key indicator 2: The profile of PE and sport is raised across the school as a tool for whole-school improvement.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Primary school teachers are more confident in delivering effective and high standard PE lessons, supporting pupils to undertake extra curriculum activities in and outside of school.</p> <p>After school club options provided each term from FTFC. Included in this is inclusion competitions across each term for different key stages.</p> <p>Autumn 1-Rugby Autumn 1- Cheerleading</p> <p>Spring- Frisbee</p> <p>Summer 1- KS1 UV dodgeball Summer 2-KS2 UV dodgeball Summer 2-Cheerleading for different year groups. Summer 2- Tag Rugby</p> <p>Other clubs led in school through year (private cost to students) - Judo (Autumn) - Fencing (Autumn) Taekwondo (throughout year.</p>	<p>-Netball course: £195 - New to teaching PE at KS2-£189 -Teaching dance at KS2-£199 -New to teaching PE at KS1-£199</p> <p>Total: £782</p> <p>Jess INSET for all staff- Gymnastics CPD. £395</p> <p>£2600</p> <p>£600 for coaches to deliver the after-school club.</p> <p>£250 for coaches to deliver the after-school club.</p> <p>£975 for coaches to deliver the after-school club.</p> <p>£0</p>
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<p>Balance Bike Day for EYFS</p>	<p>Pupils (EYFS and preschool).</p>	<p>Key indicator 1: The engagement of all pupils in regular physical activity Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Balance Bike Day has a substantial impact on schools for Early Years Foundation Stage (EYFS) by promoting physical development, coordination, and confidence among young children. It introduces them to the fundamentals of cycling in a fun and engaging manner, enhancing their balance and motor skills. This activity encourages outdoor play and physical exercise, which are crucial for their overall health and well-being. Additionally, Balance Bike Day fosters social interaction, teamwork, and a sense of achievement, contributing to the children's personal, social, and emotional development. It also supports early learning goals and can inspire a lifelong interest in physical activities and healthy lifestyles.</p>	<p>£295</p>
<p>To purchase PE equipment to ensure quality lessons in a variety of sports. Ensure that we compete in competitions against other schools.</p>	<p>Pupils- as they will use the equipment during lessons. Staff- to deliver a variety and good quality lessons. Pupils- as they will take part.</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>To provide an exposure to a variety of different sports in our curriculum.</p>	<p>Approx. £4K</p>

<p>Develop opportunities for competition within school.</p> <p>Ensure we compete against other schools in competitions.</p>		<p>Key indicator 5: Increased participation in competitive sport.</p>	<p>Teams will be entered into a wide variety of competitions through the WFSSP sports offer.</p> <p>KS1 – multi skills, football skills.</p> <p>Year 3/4 – multi skills, football, striking and fielding, quad kids athletics, girls football</p> <p>Year 5/6 – athletics, girls football, netball, glow dodgeball, quad kids athletics.</p>	<p>£420</p>
<p>Applying for the gold Wellbeing award.</p>	<p>Pupils and staff</p>		<p>The School Gold Wellbeing Award significantly impacts schools by fostering a positive and supportive environment for both students and staff. Achieving this award reflects the school's commitment to prioritizing mental health and emotional well-being. It leads to the implementation of comprehensive well-being strategies, promoting resilience, reducing stress, and enhancing overall school morale. This focus on well-being helps improve academic performance, attendance, and behavior, creating a more inclusive and thriving educational setting. Moreover, it boosts the</p>	<p>£3200</p>

<p>Poulton and District Primary Schools' Sports Association subs</p>	<p>Staff</p>	<p>Key indicator 5: Increased participation in competitive sport.</p>	<p>school's reputation, attracting prospective students and staff who value a supportive and caring community.</p> <p>Paying subscriptions (subs) specifically for trophies on the PE committee can positively impact a school by motivating students and recognizing their achievements in physical education and sports. This practice can encourage participation and foster a healthy competitive spirit among students.</p>	<p>£100</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>Purchased PE equipment to ensure quality lessons in a variety of sports. Ensure that we compete in competitions against other schools.</p>	<p>Promoted physical fitness: PE equipment provides students with the tools they need to engage in physical activities that promote health and fitness. Equipment such as balls, jump ropes, and agility ladders facilitate cardiovascular exercise, strength training, and flexibility development.</p> <p>Variety in Activities: A diverse range of PE equipment allows teachers to introduce a variety of activities and sports to students. This variety helps keep students engaged and allows them to explore different interests and talents.</p> <p>Skill Development: PE equipment provides opportunities for students to develop and improve their motor skills, coordination, balance, and spatial awareness.</p> <p>Inclusivity and Accessibility: Access to a range of PE equipment ensures that activities can be adapted to accommodate students of varying abilities and needs. For example, modified equipment or adaptive tools can enable students with disabilities to participate fully in physical education classes.</p> <p>In summary, PE equipment plays a vital role in promoting physical fitness, skill development, inclusivity, teamwork, safety, and overall well-being in school-based physical education programs. By providing students with the necessary tools and resources, schools can create engaging and effective PE experiences that contribute to the holistic development of students.</p>	<p>Most of our PE equipment was not fit for purpose and would not allow high quality teaching to be performed safely.</p>

Providing children with varied outside provision throughout the year. This included after school clubs such as; UV dodgeball, frisbee, cheerleading, rugby, tag rugby and football.

Physical fitness and health: These clubs provide additional opportunities for students to engage in physical activity, promoting better health and fitness. Regular participation in these activities helps combat sedentary lifestyles and obesity, improving overall well-being.

Skill Development: Students have the chance to develop and enhance various skills specific to each activity. For example, dodgeball can improve agility and hand-eye coordination, cheerleading fosters teamwork and flexibility, frisbee enhances throwing and catching skills, and football develops endurance and teamwork.

Social interaction and team building: After-school clubs create a social environment where students can interact with peers who share similar interests. Participating in team sports like football or cheerleading fosters camaraderie, communication, and teamwork skills, promoting positive social relationships among students.

Stress relief and mental health: Engaging in physical activity and spending time with friends in a fun, supportive environment can help reduce stress and improve mental health. After-school clubs provide an outlet for students to unwind and enjoy themselves after a day of academic studies.

Talent development and recognition: Clubs provide a platform for students to showcase their talents and receive recognition for their achievements in their chosen activity, boosting self-esteem and confidence.

Overall, after-school clubs offering activities like dodgeball, cheerleading, frisbee, and football contribute positively to the holistic development of students, promoting physical health, social skills, leadership, and a sense of belonging within the school community.

Staff attending CPD courses and enrolling in a whole school staff CPD in a specialist area.

Staff continuing professional development (CPD) significantly impacts physical education (PE) by enhancing the knowledge, skills, and teaching strategies of educators. Through CPD opportunities such as workshops, conferences, and training sessions, PE staff gain insights into the latest research, best practices, and innovative approaches in physical education. This empowers them to deliver high-quality PE programs that cater to the diverse needs and abilities of students, fostering

<p>Buying the Lancashire PE Passport scheme.</p> <p>Developed the opportunities for competition within school.</p> <p>Ensured we competed against other schools in competitions.</p>	<p>a positive and inclusive learning environment. Additionally, CPD equips staff with effective assessment methods, behavior management techniques, and safety protocols, ensuring that PE classes are both engaging and safe. Ultimately, staff CPD not only improves the quality of PE instruction but also promotes lifelong physical activity habits and contributes to the holistic development of students.</p> <p>The PE Passport tool has a profound impact on physical education (PE) by streamlining assessment, tracking progress, and promoting student engagement. By providing a digital platform where we can record their achievements, set goals, and track their physical activity participation, the PE Passport encourages accountability and motivation. It also allows teachers to easily monitor individual student progress, identify areas for improvement, and tailor instruction accordingly.</p> <p>The inclusion of lesson plans on the PE Passport platform significantly enhances physical education (PE) by providing teachers with comprehensive resources and strategies to deliver engaging and effective lessons. These lesson plans are carefully designed to align with curriculum standards, incorporate best practices in teaching, and cater to the diverse needs and abilities of students. By offering a structured framework for PE instruction, the PE Passport ensures consistency across classes and promotes the development of essential skills, such as teamwork, communication, and physical fitness. Additionally, the availability of lesson plans saves teachers valuable time in lesson preparation, allowing them to focus more on teaching and student interaction</p> <p>Attending competitions in physical education (PE) can have a profound impact on students, fostering both personal and academic growth. Firstly, competitions provide students with the opportunity to apply the skills they have learned in PE classes in a real-world context, promoting mastery and confidence. Competing also instills values such as perseverance, discipline, and sportsmanship as students learn to handle both success and failure graciously.</p>	
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Having supply teachers while staff attend sporting tournaments and training.

Moreover, competitions promote teamwork and collaboration, as students work together to achieve common goals. Beyond physical skills, competitions enhance students' social and emotional development by teaching them how to manage pressure, regulate emotions, and communicate effectively under stress. Finally, competitions can inspire students to pursue lifelong physical activity and even professional careers in sports, contributing to their overall health and well-being. Overall, attending competitions in PE enriches the learning experience, promotes holistic development, and cultivates important life skills that extend far beyond the realm of sports.

Having supply teachers available to cover classes when regular teachers are out on courses and competitions positively impacts the continuity and quality of education in several ways. Firstly, it ensures that students continue to receive instruction and supervision, preventing disruptions to their learning process. This continuity is crucial in maintaining the momentum of the curriculum and preventing gaps in students' understanding. Secondly, it allows regular teachers to pursue professional development opportunities without compromising the delivery of education. By attending courses and competitions, teachers can enhance their skills and knowledge, which ultimately benefits the students upon their return. Thirdly, having supply teachers provides students with exposure to different teaching styles and perspectives, enriching their educational experience. Finally, it supports the overall well-being of teachers by allowing them to engage in career advancement opportunities and avoid burnout. Overall, the availability of supply teachers to cover classes during teachers' absences ensures the smooth functioning of the school and contributes to the continued growth and development of both students and educators.

<p>Invested in outside storage for pe equipment.</p>	<p>Having outside storage for equipment benefits physical education in schools by freeing up indoor space, ensuring equipment is organized and easily accessible, and protecting gear from damage, thereby improving the quality and efficiency of PE programs</p>	
<p>Balance Bike Day for preschool and EYFS</p>	<p>Having a balance bike day for young children offers numerous benefits, including the enhancement of motor skills and the improvement of balance and coordination, which are critical for overall physical development. This activity also boosts children's confidence as they learn to navigate and control the bike independently. Furthermore, it encourages a love for physical activity and outdoor play, setting the foundation for a healthy, active lifestyle. Socially, it provides an opportunity for children to interact with their peers, developing important social skills such as sharing, taking turns, and communicating effectively. Overall, balance bike days are a fun and engaging way to support young children's holistic growth and development.</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?	93%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	87%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>87%</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>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>No</p>	<p>We do not provide CPD for teaching swimming and water safety, as this is handled by professional swimming instructors who specialize in this area.</p>

Signed off by:

Head Teacher:	<i>Susan McGrath</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Catherine Clarke, PE coordinator.</i>
Governor:	<i>(Name and Role)</i>
Date:	30.07.2024