



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>Ensure all areas of PE are assessed accurately and consistently</p> <p>Continue the development of the daily mile and ensuring the extra 30 minutes of Physical activity is taking place in school.</p> <p>Engage more children in enjoying PE and physical activities to support mental and physical health.</p> <p>Children to experience a range of different activities and sports.</p> <p>Develop stamina and fitness in all children</p> <p>Links with local schools and sports providers to engage more children</p> <p>Developing fitness by encouraging pupils to walk to school.</p> <p>Continue to increase cycling skills.</p>	<ul style="list-style-type: none"> • All areas of PE assessed effectively due to the introduction of the PE passport planning platform • 30 minutes daily physical activity taking place in a range of forms including daily mile, active play times, play leaders etc. • Links with CSSP established and strengthened • Engagement with more local competitions • Walking bus introduced • Bikeability for Y4 and 5 delivered 	<p>Need to increase access to competitions and increase participation in a broader range of inter-school activities</p>

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>To introduce a range of new sports to all children through the purchase of new equipment</i>	<i>All staff All pupils</i>	<i>KI4 – a broader experience of a range of sports and activities offered to all pupils</i>	<i>More pupils engaging in new sports and enhancing current sports e.g. using vortex howlers to develop throwing skills</i>	<i>£1000 for purchase of new equipment</i>
<i>To buy in to Chorley School Sports Partnership</i>	<i>All staff All pupils</i>	<i>KI 2 – Engagement of all pupils in regular physical activity KI 3 - Profile of PE and sport raised across the school KI 5 – Increased participation in competitive sport</i>	<i>Access to competitions and district events Level 1/2 bikeability Balance Bikes</i>	<i>£1000</i>
<i>Transport to competitions</i>	<i>Pupils participating in competitions</i>	<i>KI 5 – Increased participation in competitive sport</i>	<i>More pupils accessing competitions Pupils who may struggle to get to competitions are accessing</i>	<i>£1000</i>

<p><i>Access to signalong sessions</i></p>	<p><i>All staff All pupils</i></p>	<p><i>K14 – broader experience of a range of sports and activities offered to all pupils</i></p>	<p><i>Pupils learn physical signs to communicate with hearing-impaired people Fosters an inclusive and welcoming ethos Interactive and fun sessions</i></p>	<p><i>£2800 for Crazy Jo to deliver 1x signalong lesson per week to each class</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>To introduce a range of new sports to all children through the purchase of new equipment</i></p> <p><i>To buy in to Chorley School Sports Partnership</i></p>	<p>New equipment purchased, introduced during lunch times and in the PE curriculum. Teachers confident in using equipment e.g. boccia, boules, vortex howlers. Equipment is organized in baskets/trolleys for children to have ease of access</p> <p>Buy-in included successful sessions for Reception/Year 1 in Balance Bikes. Children enjoyed the sessions and developed good levels of skills. Following the session, we entered into a regional balance bike competition – our school had the overall winner – the first girl to win a balance bike competition.</p> <p>Year 5 had a 100% pass rate at Bikeability Level 1 and 90% at Level 2.</p> <p>Competitions entered included: football (winners of the regional small schools tournament November 2023), gymnastics, sportshall athletics, dance, creative festival.</p>	<p>Need to increase the range of extra-curricular sports clubs through Chorley Sports Partnership</p> <p>Need to improve the teaching of gymnastics, including teacher confidence</p> <p>Need to ensure (linked to Ofsted target) that the planning of the curriculum in Early Years, including fundamental movement skills, links logically and sequentially to the Key Stage 1 and Key Stage 2 curriculum</p>

<p><i>Transport to competitions</i></p> <p><i>Access to signalong sessions</i></p>	<p>Transport was provided for every pupil who wished to access a competition.</p> <p>Pupils making good progress in learning to sign. Very positively received by parents/wider community. Praised by Ofsted as enhancing personal development.</p>	
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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?	95%	<i>One Y6 pupil identified as not being as confident in the water. Attended additional swimming lessons over the year.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	95%	<i>See above</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><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</p>	<p>Pupils swim in Year 3 and Year 4 for the equivalent of 1 session per week for 1 academic year. Those pupils reaching the end of Y4 unable to swim 25m proficiently are identified for additional lessons in Y5 and if necessary Y6.</p> <p>Current data: Y4:100% Y3: 67%</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>Staff do observe/support the instructors during swimming lessons Staff go into the water to support children with SEND</p>

Signed off by:

Head Teacher:	<i>Samantha Abram</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Samantha Abram/Andrew Peters</i>
Governor:	<i>Paul Bennett</i>
Date:	July 2024