



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](#).



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 (2023/2024)

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

Activity/Action	Impact	Comments
Review of whole school curriculum mapping	A broad, balanced and challenging curriculum is delivered through high quality physical education.	£255 – Cardinal Allen High School including annual PE conference (Wyre Sports Partnership collaboration)
Dance specialist teaching Year 4 for 10 weeks prior to the dance festival at the Winter gardens and providing CPD for teacher and support teacher.	Technical expertise developing an understanding on how to teach coordination and performance at a competitive level.	£518 - Continue with the next sports premium funding as a new teacher will be teaching the year four class-new to KS2.
Dance teacher teaching year 5 for 10 weeks prior to the dance competition at Blackpool ballroom and providing CPD for class teacher and teaching assistant.	Motivation, self discipline and teamwork developed over the 10 weeks- specifically in the target class (year 4) who were reluctant performers coming into the dance training. CPD- dance specialist provided opportunities for teachers to both plan dance lessons and feedback from each	

<p>Success in sporting competitions including football and athletics.</p>	<p>session. In turn this impacted on the confidence of the teacher who now has the tools and confidence needed to plan and teach their own lessons. Increased participation in dance with an interest from pupils to perform more dance routines during break and lunch time increasing physical activity across school. Positive impact on the community- dance festival was received well by the school community and was a great way of showcasing both our children and the commitment that they have to the arts.</p> <p>By entering competitions and through celebrating success there continues to be high popularity in the extra curricular activities that we hold in school. Children are keen to be part of a team and to work hard at physical activity in order to represent their school. Regular participation in training continues to promote physical fitness and well being across school. There is a sense of community spirit across school when celebrating our successes at competitions.</p>	<p>£323.75 - Using lunchtimes to further practise for these competitions helped to develop children's confidence and resilience in the game. Children spectating have also been inspired to join and support the team- attending extra curricular activities through the week. £490 - Costing for entrance into competitions.</p>
<p>The PE Passport app is now used to plan, deliver and assess curricular PE and is being used to</p>	<p>A broad, balanced and challenging curriculum is delivered through high quality physical education.</p>	<p>£699 - Access onto PE passport assessment and planning as well as further staff CPD.</p>

<p>monitor physical activity and extra-curricular activity too.</p> <p>Development of opal play has ensured that there is effective storage and equipment in place. Playground leaders have been trained in how to use this and how to promote physical activity during break times.</p> <p>School Sports Days- to ensure that all children play competitively in sports and school games we organised our own sports day for the whole school.</p> <p>Equipment and Resources- Having access to new equipment has increased the opportunities for our children to develop their fundamental skills.</p> <p>Extra curricular opportunities</p>	<p>Colleagues share good practice and have access to high quality CPD.</p> <p>All pupils take part in competitive sport through intra-school competitions and where and when possible through a broad range of inter-school opportunities.</p> <p>Physical activity across all year groups meets the 30 mins each day requirement through the introductions of playground leaders.</p> <p>Continued to raise the profile of school within the community. There were a large number of spectators on the day.</p> <p>More parents have supported events as a result and offered to attend future events.</p> <p>All children have competed in school games from Nursery to Year 6.</p> <p>82% of our Year 2 children have left KS1 one mastering their fundamental movement skills</p> <p>Increased participation in extra curricular activities including SEND and PP.</p>	<p>£4482 - Staff training programme on how to use a continuous provision style approach during break times. Training can now be integrated into 'the Hambleton Way'.</p> <p>£532.20 - Awards including trophies and medals. Food stands for spectators.</p> <p>£2981.43 - Specific focus on the development of equipment for fundamental movement skills.</p> <p>£6431 - Fleetwood town SSP</p>
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Staff CPD and training- targeted support for our ECT and RQT teachers.	Increased confidence in the teaching of PE where skills have been transferred across key stages and shared and modelled with other staff.	£1168.37 - Wyre SSP support Total £17880
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Key priorities and Planning 2024/2025

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 with PE passport to support new teachers in developing small step planning including the implementation of the fundamental movement skills in KS1 and EY.</p>	<p>All teaching and support staff with planning and delivering activities. The plans give teachers some guidelines and relevant CPD notes which will support them in their small step planning as well as how to adapt their lessons in line with the STEP approach.</p>	<p>Key indicator 1 – Increased support staff confidence, knowledge and skills in teaching PE and sport</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, of which 30 minutes should be in school.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Teachers and support staff teaching PE have more confidence planning the relevant next steps for their class.</p> <p>The assessment of PE will continue to develop and evolve where physical evidence of children completing activities will be seen on the passport. Evidence can then be used to monitor the effectiveness of PE.</p>	<p>PE Passport including Gymnastics add on £900</p>

<p>Reorganise the PE equipment and storage to ensure easier access.</p>	<p>Teachers, children and sports leaders will have easier access to the equipment making it easier to set up and put away during lessons. There will also be a wider range of throwing and catching equipment which will support children in developing their fundamental movement skills. Various size balls of different shapes are required to be able to do this. Gymnastics equipment is also outdated and needs replacing- currently unsafe to use.</p>	<p>Key indicator 1 – Increased support staff confidence, knowledge and skills in teaching PE and sport</p>	<p>Observe equipment being used effectively when monitoring PE lessons. Share best practice during monitoring meetings so that good examples are not lost.</p>	<p>£2285.05- New equipment and storage</p>
<p>To encourage girls to participate in physical activity in KS2. Develop extra curricular activities based around children’s interests including dance, cheerleading and football.</p>	<p>Girls (in particular Y5/6) are becoming reluctant to take part in physical activity in and around school. By sticking with the children’s interest in dance we can encourage more children to take part in physical activity during lunch and break times.</p>	<p>Key indicator 2- The engagement of all pupils in regular physical activity.</p>	<p>Cheerleading club to be held at lunchtime which will eventually be run and lead by the girls. Children to be provided with opportunities to perform their cheerleading in front of an audience.</p>	<p>Specialist dance coach- £647.50</p>
<p>To use physical</p>	<p>Teacher and support teacher</p>	<p>Key indicator 2- The</p>	<p>Calmer classrooms</p>	<p>Active mile staff</p>

<p>activity as a means of self regulation targeting Year 5 boys. Include the introduction of the active mile and boxing.</p> <p>To use physical activity to develop team work and resilience (school driver) across school.</p> <p>Specialised boxing training sessions to target reluctant learners- Year 5.</p>	<p>in year five- providing them with tools to help to regulate the class especially those with targeted needs.</p> <p>Year 5 class- providing them with an outlet for controlling negative behaviour whilst engaging in physical activity</p> <p>Whole school- Another tool in the toolkit for teachers to use to help to regulate classes and to provide opportunities for brain breaks.</p>	<p>engagement of all pupils in regular physical activity.</p> <p>Key indicator 3- Raising the profile of sport across the school to support school improvement.</p>	<p>with smoother transitions between subjects.</p> <p>Completion of the active mile documentation.</p> <p>Increased staff confidence on the discussion of self regulation and how to support pupils in undertaking extra activities inside of school.</p>	<p>and child CPD- £250</p> <p>Cost of boxing equipment TBC</p>
<p>Teachers have changed key stages this year and will benefit from some CPD with an SSP.</p> <p>Monitor the impact of the SSP visits as part of the monitoring cycle across school.</p>	<p>Teachers teaching PE- Staff will have a better understanding of how to embed the PE passport within their lessons. Teachers will have more opportunity to be creative with their planning and to use the STEP approach to challenge and support target children.</p>	<p>Key indicator 1 – Increased support staff confidence, knowledge and skills in teaching PE and sport</p>	<p>PE lead to notice an increase in staff knowledge and confidence when teaching PE. Lessons will no longer follow a set structure from the PE passport and instead will be taught using an assessment informed approach.</p>	<p>School Sports Partner to work alongside target members of staff. Peer teaching together and feeding back from lessons. £1800</p>

<p>Increase inter school activities. Find out the inter school competition calendar for the academic year (sports cluster). Align curricular and extra curricular planning to sync with these opportunities where possible and so provide an end point for learning. Take part in a broad a range of competitions as possible.</p>	<p>All stake holders (children staff) by observing and participating in competitive sport.</p> <p>Increase in school profile within the local community.</p>	<p>Key indicator 4- Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 2- The engagement of all pupils in regular physical activity.</p> <p>Key indicator 3- Raising the profile of sport across the school to support school improvement.</p> <p>Key indicator 5- Increased participation in competitive sport.</p>	<p>New fundamental movement assessment sheet to be completed in EY and KS1.</p> <p>Increase in the amount of children attending extra curricular activities. An increased interest in physical activity outside of school. Facilities have improved as more competition is taking place.</p>	<p>£450- Local WYRE SSP £100- Poulton and District sports association including hire of Poolfoot farm for football rallies.</p>
<p>Increase teacher CPD in orienteering</p>	<p>Teachers to be upskilled and to feel more confident in the</p>	<p>Key indicator 4- Broader experience of a range of sports</p>	<p>Physical activity forming part of</p>	<p>£430- trained SSP</p>

<p>and how OAA can be implemented across the physical education curriculum. In turn this will continue to build on the work that we are doing on building up teamwork and resilience across the school.</p>	<p>implementation of OAA and what that should look like in PE lessons. Teachers to use these skills in other subject areas e.g. Geography to ensure that physical activity is taking place at other points of the day.</p> <p>Children to use their teamwork and resilience skills when working in small groups during play time.</p>	<p>and activities offered to all pupils.</p> <p>Key indicator 1 – Increased support staff confidence, knowledge and skills in teaching PE and sport</p>	<p>other lessons including Geography and Science- observe through monitoring cycle. Greater emphasis on resilience and teamwork across school.</p>	<p>to provide sessions with the children as well as staff CPD.</p>
<p>To increase the amount of extra curricular activities that we have available opening physical activity up to children who do not usually access sport outside of school.</p> <p>Targeted staff to work alongside specialist coaches in delivering the extra curricular. Ideas can</p>	<p>Targeted children who do not have the same opportunities to partake in sporting clubs outside of school. Extra curricular activities will provide children with the chance to discover new interests and take part in team game activities.</p> <p>Targeted support staff working alongside coaches to develop CPD on the delivery of fundamental movement skills of which can be</p>	<p>Key indicator 4- Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 3- Raising the profile of sport across the school to support school improvement.</p> <p>Key indicator 1- Increased support staff confidence knowledge and skills in developing physical activity.</p>	<p>Increased percentage of children attending extra curricular particularly targeted at children who do not access physical activity outside of school.</p> <p>An increase in the amount of children taking part in physical activity at break times.</p>	<p>£3750- Wyre SSP and Fleetwood town providing assistance with the delivery of further extra curricular activities for the duration of the year.</p> <p>£1080- Running extra curricular activities at lunch time for target</p>

<p>be used to develop children's play at break times particularly lunch time.</p> <p>Increase physical activity, teamwork and resilience skills at playtime in order to decrease the amount of behavioral reports at break times.</p> <p>To develop the role of house captains who will work as playground leaders during playtimes.</p> <p>Introduce podcasters, news reporters and influencers to the year six job roles. All of whom will be responsible for promoting the roles of the house captains and celebrating best</p>	<p>implemented at break times.</p> <p>Children to respond better when working in a team. Listening and directing each other through the development of playground leaders.</p> <p>Young leaders to be promoted and celebrated across school and to become responsible for the running of physical activity at break times.</p>	<p>Key indicator 4- Broader experience of a range of sports and activities offered to all pupils</p> <p>Key indicator 2- Increased engagement of all pupils in regular activity.</p>	<p>A democracy day has already taken place which provided time for the whole school to choose the allocated roles. Roles have been delegated and coaches are in the process of training the children on how to become successful playground leaders. More physical activity can now be seen at break times however leadership continues to be developed.</p>	<p>children (children who do not access physical activity outside of school).</p> <p>£2160- SSP to coach children on how to lead and develop playground games.</p> <p>£1080- Playground leader specific work</p> <p>£1080- Running extra curricular activities at lunch time for target children (children who do not access physical activity outside of school).</p>
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<p>practice at lunchtimes.</p> <p>Attend training PE conference</p>	<p>All teaching and support staff by receiving cascaded information from PE Coordinator</p> <p>PE coordinator – through collaborating and sharing findings</p> <p>Begin planning for the best value from September 2025</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p>	<p>Evaluation of current sports premium expenditure and actions moving forward. Lease with the rest of the school team using a tweak, ditch, keep approach.</p>	<p>£220-Attendance cost for annual conference</p>
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Key achievements 2024-2025

This template will be completed at the end of each term and finalised by 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

Swimming Data- To be completed July 2025

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?		
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?		

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</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>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>		

Signed off by:

Head Teacher:	
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Annalise Riches & Lucy Hennessey</i>
Governor:	
Date:	Thursday 11 th July 2024

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