



# 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
Continue to work with subject leaders and teaching staff to ensure learning stays physically active where possible.	Staff have had some support and training on how to add dimensions of physical activity through lessons and conscious of when this can be achieved. Worked in tandem with PSHE and Forest school to encourage more active / mindful sessions built within plans.	Staff can still struggle to find time to work through lesson / planning to add this element.  Add ideas box / post-it to curriculum plans when this could happen (Historical castle visit, RNLI beach visit, Drama in English)
Lesson breaks to support energising pupils pre / in-between / during and post lesson. (am & pm)	Staff training delivered and followed up on being active. Small folder of resources given and added to for staff support (teams). All staff onboard Sept – Dec then UK2 dwindled. KS1 & Rec kept up throughout the year, twice a day. Reinforcement of this with PSHE links. Focused activity challenges (burpee challenge, jump challenge, Minute in May)	More resources needed to support tighter/ smaller classroom area. Monitor closer with PE leads (pupils) to pass over to pupils. Mover of the month award to recognize pupils or a target wall for collection of data / minutes exercised.
Audit indoor and outdoor provision in EYFS and KS1 and add to where necessary to enhance and improve opportunities for practice of FMS.	EYFS and KS1 plans and assessment of sessions support progress and growth of FMS. Teachers aware and monitor where pupils are and how to use STEP to support FMS teaching.	Lesson obs and coach conversations support assessment of FMS. More information needs to be collated on PE passport, which needs increased input.

<p>Opportunities for KS1 / KS2 yard. Increased staff CDP knowledge of 'Traditional games' to support break times and into KS2.</p> <p>Accessible afterschool provision for all pupils to develop team work, skills support. (Competition).</p>	<p>Traditional games shared and taught to all staff and on Teams. Linked with Forest school to add more traditional games taught to the pupils to support their break. Mini break blasted / challenges over the year were successful in smaller periods (1 week / month) were sustainable.</p> <p>Nearly all the pupils at KWPS have participated in skills based clubs after school. Participation out of school in competitive events / festivals increased. Targeted pupils encouraged and voiced on their opportunities / interests.</p>	<p>Active school training (BS) will help support. New PE support to deliver pupil game training. Look at the PALs system. Monthly move challenges (or 1 week in the month) to get active.</p> <p>Clubs should align with events coming in the next half term, too late to skill up in the ½ of an event. PE passport to be accessed by all adults to ensure accurate collection of data to allow every child to participate. Data to be collected to work towards 'Schools Games Award'.</p>
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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>Raise the quality of sports provision in the school whilst delivering 2 hour provision a week and 45-60 movement a day.</p>	<p>New staff members, teaching staff and other adults. Timetabled PE session and active breaks.</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>More pupils will access high quality adaptable PE and games lessons, which will support competitive events and clubs.</p> <p>New staff member (PE bases) employed to <b>support</b> teachers in delivery of PE. They will offer lunchtime / after school activities, build relations with pupils and assess pupils identifying key competitors.</p>	<p>Resources New sports teaching assistant.</p> <p>Ready Set Move (£500) towards BS development cover.</p>
<p>Raise the provision given to further opportunities of clubs after school (break/lunch/after)</p>	<p>New staff member, existing staff, TA's and outside agencies.</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Staff training to support extra curricular activities (dance teacher). Other adults / supporting staff to help with ASC.</p> <p>All pupils to have accesses one club within the academic year with a possibility to take part in inter school activity.</p>	<p>Resources New sports teaching assistant.</p>

<p><i>Audit the staff on strengths / needs and areas of interest to support with better CPD for teachers, TA's and staff.</i></p>	<p><i>All staff within school.</i></p>	<p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i></p> <p><i>Key indicator 5: Increased participation in competitive sport.</i></p>	<p><i>Online survey to create a rolling yearly directory of development and support. Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, including teaching water safety and swimming and as a result improved % of pupil's attainment in PE.</i></p> <p><i>Link with local clubs / professionals to support on CPD development and enjoyment.</i></p> <p><i>Pupils will be more active and have increased skill / participation. Pupils will want to participate in competitive events.</i></p>	<p><i>Ready Set Move (£500) towards BS development cover.</i></p> <p><i>TA's for after schools support.</i></p> <p><i>Minimal costs for local club support.</i></p>
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<p><i>To raise the school profile in healthier lifestyle choices for each pupil within the school. (snack and water)</i></p>	<p><i>All adults in school. Key adults for snacks. Office staff ordering.</i></p>	<p><i>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement. (Healthy body, healthy mind)</i></p>	<p><i>TA's to create healthy snacks moving away from white toast, pancakes and crumpets. Office staff to support in ordering and pricing impact of snacks. Snack choices are sustainable and with limited waste impact. Pupils / parents informed and onboard with healthier snack choices which will improve lifestyle choices. Monitor % of healthier snacks being chosen in Sept compared to later months. Snack choices monitored.</i></p>	<p><i>BS to monitor and support adding information to aim for 'School Games award'.</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>Sports day. – Delivery of active, fun and well participated sports day, to display skills learnt during the year. Bring pupils together in house teams, showcasing to our community.</p> <p>Challenge days &amp; months – several challenge days (burpee day, jump day) and two challenge months (Jump January &amp; Minute May) delivered with nearly all the school participating.</p> <p>A broad range of after school clubs delivered to Rec, KS1 &amp; KS2 allowing opportunities for more pupils to access different clubs and skills. (Multi-skills, Archery, Dodgeball, netball, hockey, rounders, football).</p> <p>Healthier schools – New healthier break-time snacks have been discussed and costed.</p> <p>School swimming has been provided to pupils and catch up delivered to pupils identified.</p>	<p>2 successfully delivered sports days with only 8 non-participants (3 medical) throughout the school.</p> <p>Pupils supported with extra exercise during the day to increase energy, exercise and fun. Pupils were engaged and wanted to keep going.</p> <p>Clubs were lead by AFC Fylde and supported by TA's (upskilling the TA's with skill ideas). Pupils had access to competitive events towards the end of the 6 week club.</p> <p>In September, a newer healthier snack list will be available. Encouraging parents to order and the school to provide healthier choices. Pupils will begin to make and see the value of a healthier life style.</p> <p>Pupils are using a pool that is not local to support their swimming training. Evidence below.</p>	<p>Well-practiced in advance.</p> <p>Field needs to be planned and cut weeks in advance. Needs rolling (cost?)</p> <p>Look at new events for 2025.</p> <p>More days / weeks / months planned for. Led by pupils or other staff members. Drop off in KS2 especially Y6 (develop other ideas to include). Pupils kept asking for more days especially KS1.</p> <p>More clubs needed to support all interest. (dance clubs and 'Ready Set move' will support more). Clubs need to be delivered sooner, not when competitive events are happening.</p> <p>Monitor the uptake of choices and waste. Survey the pupils on why healthier choices / likes. Use evidence to support 'school games award'.</p> <p>Monitor Y5 who still have a need to they have 100% water safety.</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 program 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 meters?	87.5% 25/28 pupils	<i>Provision was made at a pool further away from previous pool which closed. 3 pupils in total failed to meet the target. 2 of these pupils failed to meet the target even with support from year 4 swimming into year 5. One pupil was new to cohort and had never been swimming. Struggled to catch this pupil up due to water anxiety.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	80.5% 23/28 pupils	<i>Most pupils could demonstrate effective range of strokes. 3 pupils (above) could not and 2 other pupils could not demonstrate quality breast or butterfly stroke.</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>96.5%</p>	<p><i>Only one pupil could not self rescue, this was our new starter who was water anxious. Limited time was accessed from school or supported at home.</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/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>Yes/No</p>	<p><i>Staff has not been given CPD as onsite pool provider takes the sessions. During the next year there is an aim to provide / access LDPS training for teaching staff.</i></p>

Signed off by:

Head Teacher:	<i>L Glynn</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Mr Ian B Smith. PE Co-Ordinator.</i>
Date: 17 <sup>th</sup> July 2024	