



# 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 2025.**

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
To encourage all children to participate in a range of physical activities, allowing them to choose activities based on their interests.	.Children have participated in a range of lunchtime and playtime activities, selecting from a choice of zones. At times, older children can lead and support adults in these zones, offering them roles of responsibility.	This year, we have increased participation in physical activities during children's lunch and playtimes, encouraging everyone of all years to engage with a range of abilities. This will be continued into next year.
To increase the participation of children with SEND within physical activity.	Children with SEND participated within Primary Ability Days through Livewire and Disney Stars. Children have developed confidence within physical activity.	Through working with the SENCo, we have identified the positive impacts that the Disney programme has had on children. Primary Ability Days must be attended to continue the confidence of children with SEND.
School games Gold mark achieved.	School games mark widely celebrated through school, social media and newsletter.	This year, we would like to strive for Gold again, ensuring we are meeting the criteria for School Games. When this is achieved, we would like to apply for Platinum.

## 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>To provide CPD for new staff who may require training within Real PE.</p> <p>To ensure subject lead is up to date with CPD.</p> <p>To ensure all staff have access to CPD.</p>	<p>Purchase support Warrington PE membership package for teaching and learning of PE:</p> <p>Subject leader CPD throughout the year.</p> <p>Network meetings for PE lead attended.</p> <p>IS to mentor JB future PE apprentices within their role.</p> <p>JB to attend Real PE webinars.</p> <p>Livewire to support new staff in the delivery of Real PE through half a day of modelled teaching. (Refresher from last year).</p>	<p><b>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>	<p>Subject leads lead effectively within PE and are up to date with CPD.</p> <p>IS and JB will feel confident to continue the PE work within school. Future PE apprentices will also be supported with this.</p> <p>New staff feel confident within the delivery of Real PE.</p> <p>Disney Stars programme run effectively (weekly) for children with SEND.</p>	<p>£2,978 for Livewire SLA</p> <p>No cost for in school CPD</p>
<p>To continue to support staff members' planning for the subject in order to increase the variety and quality of lessons being taught across every year group.</p> <p>To ensure progress across</p>	<p>Jasmine Real PE online resources purchased for fundamental movement skills planning.</p> <p>Real Dance package purchased for dance planning (part of Real PE).</p> <p>IS to continue to develop use of Real</p>		<p>Children make good progress across the PE curriculum and can apply their skills to a variety of sports.</p> <p>Children can self-evaluate their skills and recognise their success. Children understand</p>	<p>£435 for Jasmine Real PE resource</p> <p>Within Real PE membership</p>

<p>skills are met by pupils through an assessment of fundamental movement skills.</p>	<p>PE assessment wheel. IS to support staff to monitor gaps within skills across school and provide in lesson interventions through JB.</p>		<p>success is different for everyone and challenge themselves to work on their own skills.</p>	
<p>To ensure pupils across school are meeting government health recommendations of daily physical activity.</p>	<p>PE lead and Sports Crew to develop an active play rota for break times following surveys of classes. JB to offer a wide range of physical activities at break times. JB and midday staff to offer a range of activities organised into zones for children to select and enjoy.</p>	<p><b>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.</b></p>	<p>Staff have an awareness of how key skills are built on and the foundations children need to know to progress.  Children report positively about active play and lunchtimes. To continue to improve the delivery of structured lunchtime physical activities. Sports crew to support the running of physical activity at lunchtimes.</p>	<p>No cost  <b>£315 for equipment</b></p>
<p>To encourage children who are the least physically active have access to clubs and activities.</p>	<p>Children to be surveyed through Koboca for interest in activities and clubs - Clubs to meet this interest through PE lead and/or external company.  Use of Forest School area and training as an after-school club.  JB to provide a range of after school clubs across school to meet a variety of interests.</p>		<p>Least active children will develop confidence, improve their physical activity levels and gain new interests.  Children will be confident leaders, team players and achieve in competition.</p>	<p>No cost for Koboca  No cost – materials donated.  No cost for JB clubs</p>

<p>To increase the physical confidence and competency of upper Key Stage Two pupils to help their transition into high school.</p>	<p>To identify skills children are not confident and competent in through skills assessment model and provide interventions for these skills.</p>		<p>Children leave EYFS with strong fine and gross motor skills.</p>	<p>No cost for in school support</p>
	<p>IS to organise Experience Day for the summer term to focus on building resilience and leadership skills for Y5/6.</p> <p>Intra-house competition to be implemented for KS2 and celebrated in assemblies/newsletter.</p>		<p>To continue to monitor physical development across Reception.</p>	<p>No cost</p>
<p>To ensure children in EYFS are physically competent prior to moving into Year 1.</p>	<p>Disney inspired Shooting Stars by England Football programme ran weekly for identified children to increase physical literacy and fundamental movement skills.</p>			<p>No cost for Disney Stars</p>
<p>To ensure children in KS1 are physically competent prior to moving into Year 3.</p>	<p>Children in Y2 during Summer term.</p>		<p>Children in KS1 are active and engaged within physical literacy for their transition to KS2. They will be familiar with intra-house competition before Y3.</p> <p>KM to support IS and JB in the programme and identify children who would benefit from the programme.</p>	
<p>To increase the participation of girls within physical activity as well as their physical literacy.</p>	<p>To use pupil voice to identify clubs girls want to engage in, as well as their views for active play and lunchtimes.</p>		<p>Girls will feel more confident within engagement of physical activity and will apply these skills to their PE lessons.</p>	<p>No cost</p>

<p>To support JB (PE apprentice) in supporting teachers delivering PE and increasing activity levels across school.</p>	<p>IS to support JB and future apprentices in assessment, delivery of clubs, activities and supporting teachers deliver the NC.</p>		<p>JB will develop his own skills within delivering clubs, activities and the support of teachers delivering the NC. JB will also develop his own confidence and activity levels will increase across school through play and lunchtimes. Sports crew will be a voice for pupils and regularly gather feedback from their classes.</p>	<p>£11812 for PE apprentice</p>
<p>To identify, target and support gifted and talented children.</p>	<p>Class teachers and JB to identify potential G&amp;T children during PE sessions and after school clubs.</p>		<p>Children with SEND develop their fundamental movement skills and increase their emotional and physical literacy.</p>	<p>No cost</p>
<p>To increase the participation of children with SEND within physical activity.</p>	<p>Warrington Primary ability days attended and celebrated.</p>	<p><b>Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>	<p>JB to offer support to challenge and engage G&amp;T children during PE sessions by adapting tasks when appropriate.</p> <p>PE values are celebrated throughout school – each half term values are celebrated within assembly and newsletter. Sports Crew will identify children who have shown the value. JB will</p>	<p>No cost</p> <p>No cost for celebration of achievements</p>



<p>To celebrate sporting achievements of children across school.</p>	<p>Sports Crew to discuss how we can celebrate achievements in school. Ideas include the introduction of PE values and celebrations of PE values. SC to promote vales for each half term.</p> <p>JB to continue to develop PE star of the week linked to values.</p> <p>Gold School Games Mark is applied for, achieved and celebrated widely across school.</p>		<p>identify a PE Star weekly in assembly.</p> <p>School games mark is celebrated with governors, staff and children.</p>	
<p>To have an inspirational speaker deliver an assembly to inspire children.</p>	<p>Visit from Warrington Wolves to promote anti-bullying and our school values. (Autumn term)</p>			<p>IS CURRENTLY PRICING</p>
<p>To ensure health and well-being is prioritised across school and that the profile of developing the whole child is prioritised.</p>	<p>Teachers to identify children who need support within PE to develop their fundamental movement skills to ensure they reach each milestone. SENCo to identify children who need support with fine and gross motor skills, JB then to deliver this.</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Children who need support are identified and plans are put in place for these children to identify their fundamental movement skills milestones.</p>	<p>Within school cost for JB supporting gross and fine motor skills.</p>
<p>To develop half termly PE update within the school newsletter.</p>	<p>SC to create, with support of IS and JB.</p>		<p>Sports Crew update for half term celebrates achievements of others and competition within school.</p>	<p>No cost for newsletter</p>



<p>To ensure physical activity is embedded into the school day through active travel to and from school, active playgrounds and active teaching.</p>	<p>IS to organise Experience Day for Summer term.</p> <p>Sports Crew to run physical activity at lunchtimes following pupil voice led by Sports Crew.</p>		<p>Children have opportunity to try new physical activities and understand the importance of physical activity.</p>	<p>approx. £2000 for Experience Day within Summer term.</p>
<p>To offer after-school clubs run by external providers to increase activity levels and participation in a variety of new sports.</p>	<p>After school clubs ran by JB and external providers to offer a variety of clubs throughout the year.</p>		<p>A variety of sporting clubs on offer for children across school throughout the year: Hockey Football Multi skills Performing arts Cross Country Forest School</p>	<p>£1050 for clubs</p>
<p>To offer a variety of physical activity to children within the PE curriculum.</p>	<p>Warrington Wolves to deliver Tag Rugby to Y4. Y2 to participate within a dance company. Y5 to participate within a dance show.</p>		<p>Children develop a variety of skills and gain experience within different activities.</p>	<p>£150 for Warrington Wolves</p>
<p>Children to develop teamwork, leadership and communication skills through exposure to competition within school.</p>	<p>KS2 children to compete within intra-house competitions during Real PE at the end of every half term. Sports crew to promote and celebrate intra-house competition.</p> <p>To enter competitions within the Warrington area (at least 4 in the year):</p> <ul style="list-style-type: none"> <li>Autumn primary ability day</li> </ul>	<p><b>Key indicator 5: Increased participation in competitive sport</b></p>	<p>KS2 children develop character and life skills through intra house competition, competing with their peers within their school houses. Children leave Park Road with a love of physical activity.</p>	<p>£1000 budget for transport.</p>

	<ul style="list-style-type: none"><li>• Cross country competition (TBC)</li></ul>			
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## Key achievements 2024-2025

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

## 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?	%	Use this text box to give further context behind the percentage. e.g., 30% - we are struggling to get pool space due to our local pool closing so we have had to use a much smaller local school pool. We have had to limit the number of pupils attending swimming lessons during one term which means some pupils have attended fewer swimming lessons than others.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	%	Use this text box to give further context behind the percentage. e.g., Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2024



<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>%</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/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>	

Signed off by:

Head Teacher:	<i>(Name)</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Ianthe Shirley PE lead and class teacher</i>
Governor:	<i>(Name and Role)</i>
Date:	