



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>Encouraging the children to participate in a physical and healthy lifestyle: Playground equipment, sports coach at breaks and after school and sports leaders. Gained Gold Award for School Games mark.</p> <p>Whole school festivals and competitions.</p> <p>PD to help staff gain a better understanding of expectations and progression within a sequence of lessons.</p>	<p>Positive impact - Children feel more confident participating in sporting events and in competitive games. Children enjoy using the equipment at playtime and being active throughout the day. Targeted input for individual children and groups helped to close gaps. Children have been involved in choosing new equipment and accessing for lessons, which gives them more ownership and responsibility.</p> <p>Children had the opportunity to compete against others in their class and from different schools in a range of different sports. PE lessons have been more meaningful, as they prepare the children for events and team games. Children enjoyed how it made them feel – impacted positively on mental wellbeing.</p> <p>Staff attended training in fundamentals and gymnastics and worked alongside sports coach specialists to improve their lessons.</p>	<p>Played to the interests of the children, to engage more pupils. The Pupil engagement survey showed that over 2/3 children were happy to participate in organized extracurricular activities. More equipment is needed, and children have asked for different games and resources for this year.</p> <p>There is a better response from the children overall to join in with activities and competitions.</p> <p>PD will continue alongside coaches this next academic year to ensure all staff have good subject knowledge in dance.</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	
Continue to develop and renew playtime equipment to ensure it is fit for purpose and appeals to the children.	Breaktime supervisors – as they will encourage the children to use the new equipment. Pupils – as they will be using the new equipment.	Key indicator 1 Key indicator 2 Key indicator 4	More pupils meeting their daily physical activity goal.	£1500 Playtime resources and container	New equipment has been chosen by Head boy/girl & sports captains and RG. New equipment shed has arrived to store new equipment. The children are excited about the new equipment and look forwards to playing and getting active during playtimes. Playtime equipment not fit for purpose has been removed.
To continue to promote the love of physical activity with an afterschool and lunchtime sports coach.	Sports coach – as they will run the clubs. Pupils – as they will take part. Dance teacher – KS1	Key indicator 1 Key indicator 2 Key indicator 4 Key indicator 5	More pupils will be encouraged to take part in sports activities and competitive games.	£2670 Sports coach	Children love attending the sports clubs during lunch break and after school. Children are more competitive and skillful due to sports coach sessions. KS1 have a sports coach to help during PE lessons. The profile of PE has increased due to the clubs being lead by the sports coach.
To participate in whole school festivals to improve children’s confidence throughout the school and promote a love of healthy competition (basketball, dodgeball and cricket).	Teaching staff - as they will need to supervise the festivals. RG – to coordinate with South Ribble to organise the festivals. Pupils – as they will take part.	Key indicator 1 Key indicator 2 Key indicator 3 Key indicator 4 Key indicator 5	Children will experience competition within small groups and gain confidence to join in with sporting events against other schools. Children will learn new skills. Staff will experience increased confidence within each skill/game.	£600	All the children took part in a basketball, dodgeball and cricket festival. They learned new skills and had a lot of fun. This has increased the competitive spirit of the school and helped the children’s confidence when competing against others and playing as part of a team.

<p>To employ a Gym/Dance specialist.</p>	<p>Teaching staff – as they will be working alongside the coaches to deliver lessons. Pupils – as they will be taking part in the lessons. KS2 – Autumn & Summer KS1 - Spring</p>	<p>Key indicator 2 Key indicator 3 Key indicator 4</p>	<p>Staff will gain subject knowledge by working alongside a specialist and become more confident teachers. Children will benefit from having a specialist involved in the planning and teaching of their lessons.</p>	<p>£800 – South Ribble £200 – Independent specialist</p>	<p>Y3,4,5,6 have experienced dance lessons from a PE specialist. Y2 have received dance lessons from a PE specialist. Staff have been upskilled as they taught alongside a specialist dance teacher.</p>
<p>To raise the profile of PE across the school through resources and equipment.</p>	<p>Teaching staff – as they will need to use the PE app and monitor data. RG - to ensure all resources are available for lessons. RG – to take one day a term to organise and improve PE within the school. Y5 pupils – young leaders.</p>	<p>Key indicator 1 Key indicator 2 Key indicator 3 Key indicator 4</p>	<p>Staff will become more confident using the app to track and monitor their class. Using available equipment will give pupils a better understanding of skills. School will progress in PE as RG has allocated time to raise standards in the subject.</p>	<p>£900 – PE App subscription £1500 – new equipment (including a Speaker for sports day) £600 – PE days £200 – young leaders</p>	<p>New equipment has been bought for PE lessons, so that all children have their own equipment. New school kit has been bought, for competitive team matches.</p>
<p>To develop the offer of swimming lessons to all children in Y3/4.</p>	<p>Teaching staff and support staff – as they will attend lessons with the children. Pupils – as they will attend the lessons.</p>	<p>Key indicator 4</p>	<p>Pupils will gain a better understanding of water safety and stamina in swimming.</p>	<p>£1950</p>	<p>Children in Y3 and Y4 go swimming for a whole term now and are progressing well.</p>
<p>To continue to promote a love of PE through competition and sporting events.</p>	<p>Teaching/support staff – as they will be attending the events with the children. Pupils – as they will be competing in the events.</p>	<p>Key indicator 1 Key indicator 3 Key indicator 5</p>	<p>Pupils will gain confidence and knowledge during competitions organized by South Ribble.</p>	<p>£450 – cluster events £350 – Central league events</p>	<p>Children have taken part in and enjoyed a variety of different competitive events outside of school, gaining confidence in their abilities.</p>

<p>To ensure children are proficient in cycling in preparation for high school.</p>	<p>Staff/support staff – as they will be overseeing the sessions. Pupils in Y5/6 – bikeability Pupils in KS1 – Tots on Tyres/Scoot Safe</p>	<p>Key indicator 1 Key indicator 3 Key indicator 4</p>	<p>Pupils will have a better understanding of how to ride a bike and the safety involved.</p>	<p>£900</p>	<p>Children enjoyed the many active travel opportunities they were given this year. They gained knowledge about how to ride a bike/scooter safely and how to fix/check their bikes/scooters.</p>
<p>To participate in Wellbeing Wednesdays to improve mental wellbeing and physical health.</p>	<p>RG –will be overseeing the sessions. Y3/4 – Autumn 1 Y1/2 – Autumn 2 Y5/6 – Spring 1</p>	<p>Key indicator 1 Key indicator 3 Key indicator 4</p>	<p>Pupils will be able to use simple self-help techniques to improve their mental and physical health.</p>	<p>Free</p>	<p>Participation was low within each year group. We will try this again next year, but invite all year groups to each session.</p>
<p>To provide small cluster groups events with others small schools.</p>	<p>Sports coach – as they will be organizing the events. RG – as she will be overseeing the events. Pupils – as they will be involved in the events.</p>	<p>Key indicator 2 Key indicator 4 Key indicator 5</p>	<p>Pupils will have the opportunity to play against similar sized schools, which will increase their confidence.</p>	<p>Free.</p>	<p>Sports coach organised friendly matches against other schools for the children to experience competition within a smaller school environment outside of our cluster. The children loved it and continue to develop in their confidence and enjoyment of sport and being active.</p>
<p>Remedial work to the sports area to ensure all areas could be accessed as there were issues with unsafe surroundings.</p>	<p>All children and staff, both in PE and at playtimes, can access all PE areas</p>	<p>Key indicator 1</p>	<p>Pupils will have the opportunity to fulfill their 60 mins of physical activity a day.</p>	<p>£4000</p>	<p>Area is now safe for children to engage in their 60 mins of physical activity during PE lessons and active playtimes.</p>

				Total: £16620
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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
Increasing the profile of PE and fostering a more competitive spirit throughout the school.	Children have the confidence to compete against others and strive to win due to the clubs, equipment and different specialists we have had throughout the school year.	There is a better attitude towards competitions against other schools. Previously, the competitions were hard to attend due to lack of interest from the pupils. We often have more than needed for competitions now, and children are keen and excited to attend.

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?	91%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	91%	

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	100%	
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?	No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	

Signed off by:

Head Teacher:	<i>Lucy Sutton & Louise Quayle</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Rachel Green</i>
Governor:	SEC Committee
Date:	July 2024