



# 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.

| Academic Year: 2022/23  | Total fund allocated: £17317.03   | Date Updated: 24.07.23     |   |  |
|---|---|----------------------------|---|--|
| Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school |   |                            |   | Percentage of total allocation:  |
|   |   |                            |   | 59%  |
| Intent  | Implementation  |                            | Impact  |  |
| We will provide opportunities for pupils to become physically confident in a way which supports their health and fitness.   | The children complete a daily mile on the junior playground to build up stamina and fitness | £0                         | Children are fitter and can maintain a speed over an increasing distance. The children and staff can see a difference over the year and all children improve. This has been particularly evident since lockdown when children did very little exercise. | The daily mile track has been permanently painted on the playground and will be used every year to ensure fitness and stamina is maintained. |
| We will provide opportunities for pupils to become physically confident in a way which supports their health and fitness.   | Year 4 children have a swimming lesson at Hyndburn Sports Centre every week.                | £0<br>Not from this budget | The children learn to swim confidently and learn about self-rescue near water.  | 11 Year 4 child can swim. So we will be continuing this till the end of the year.  |

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| We will provide opportunities for pupils to become physically confident in a way which supports their health and fitness.   | Accrington Stanley Coaches have delivered sports sessions at lunchtime to increase fitness and skills and also to improve wellbeing and mental health after lockdown   | £3750    | Children receive daily coaching sessions at lunchtime and fitness and wellbeing have been improved. There are fewer instances of children falling out and children seem happier and more involved in sport.   | These sessions have worked well. Children report enjoying being actively engaged.                    |
| We will provide opportunities for pupils to become physically confident in a way which supports their health and fitness.   | <p>There are a range of clubs for the children to join after school, on most nights of the week. We fully subsidise these clubs so that all children can attend.</p> <p>We also encourage the children to bring certificates in from clubs and sports they participate in outside school. We celebrate their achievements in the celebration assembly.</p> | £ 2709   | <p>Children are able to try a wide range of sports free of charge. Children become more confident, their self-esteem improves and they begin a love of sport.</p> <p>The children know we value and are proud of their achievements outside of school and that we encourage all sports.</p> | These sessions have worked well. Children report enjoying being actively engaged.                    |
| We provide children opportunities to become physical confident in a way to support their health outside of school.  | <p>Abigail's Trail which is a nature walk that was booked for Ks1 and Ks2.</p> <p>The nature walk was to encourage children and use their observation skills while outside of school.</p>  | £950     | <p>KS1 carried out this walk. Children were able to try a wide range of skills within this walk, looking out for different animals and leaves.</p> <p>The children know we value and are proud of their achievements outside of school and that we encourage all sports.</p>                | These sessions have worked well. However, KS2 missed out do to cancellation.                         |
| <p>PE equipment/Gym inspection/medals</p> <p>We aim to provide different opportunities for our children as part of this, we have an annual gym inspection. As well as buying PE equipment and</p> | <p>Children can use different equipment's within their lessons and outside.</p> <p>Children feel a sense of accomplishment when they win</p>   | £1223.83 | Pupils are able to use different equipment during their PE lessons as well as outside on the playground.  | 90% of pupils report that school teach them how to stay fit and healthy on the parent questionnaire. |

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| medal/ trophies to reward pupils of their progress   | and receive awards. Awards are given in assemblies and are celebrated by the whole school,  |                    | Children feel a sense of accomplishment when they win and receive awards.  |   |
| <b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>  |   |                    |  | Percentage of total allocation:<br>9%   |
| <b>Intent</b>  | <b>Implementation</b>   |                    | <b>Impact</b>  |   |
| We develop a fun, high-quality PE curriculum that inspires all pupils to succeed, and allows all children to develop abilities in competitive sports and other physically-demanding activities.  | Buy into the Lancashire Partnership to access a wide range of sporting and fitness activities and clubs for the children.<br><br>Bike ability<br>Athletics<br>Hoola Hoop Club<br>Dance Club | £1500              | We have been able to offer the children high quality clubs delivered by professional sports coaches.   | The Partnership is an excellent way of accessing coaches, sporting opportunities and partnerships with other schools to offer a wide range of sporting opportunities. This should continue next year. |
| <b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>   |   |                    |  | Percentage of total allocation:<br>28%  |
| <b>Intent</b>  | <b>Implementation</b>   |                    | <b>Impact</b>  |   |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:  | Make sure your actions to achieve are linked to your intentions:  | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?:   | Sustainability and suggested next steps:  |
| PE at St Peter's Primary School aims to develop an engagi, high-quality PE curriculum that inspires all pupils to succeed, and allows all children to develop abilities in competitive sports and other physically-demanding activities. | Teachers work with coaches and subject specialist PE teachers to develop subject knowledge and teaching skills  | £2250              | Teachers have improved their knowledge in a number of PE areas and a staff questionnaire showed that they are more confident in their subject knowledge and planning | PE coaches will not continue next year as staff have had many lessons they have observed with the PE coaches. Staff have also been trained using the PE assessment app.                               |

| Borden all staffs subject knowledge. To support staff in assessments, lesson planning and so on.   | St Peters has brought into a PE app.  | £600    | Staff are able to use the app to assess pupils progress from the start of the year till the end. Staff are also able to use the app for lesson plans. As each subject has several lessons broken down. As well as what to carry out in each session | We will continue to buy into this app next year as it is a great tool for all staff.  |
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| PE at St Peter's Primary School aims to develop a fun, high-quality PE curriculum that inspires all pupils to succeed, and allows all children to develop abilities in competitive sports and other physically-demanding activities. | Class 1 staff have worked with Forest school instructors for 6 weeks to develop their knowledge of forest schools and how to get the most from our local forest. We have also purchased training videos for all staff to access | £630.80 | Teachers have a better understanding of how forest schools can benefit the children's mental health and well being and their love of the outdoors. Their confidence and independence grows as they achieve adventurous skills                       | Teachers can utilise their improved knowledge in future years and the training units are ours to keep and use for future staff. |
| <b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>   |   |         |   | Percentage of total allocation:<br>7.7  |
| Intent   | Implementation  |         | Impact  |   |
| Our children will have opportunities to compete in sport and other activities that involved dancing.   | Wonder beats came to St Peters. This was a onetime opportunity for pupils to get involved in dancing and having fun.  | £1327   | All pupils got involved to try and participate. Pupils enjoyed themselves through a creative way.   | Sessions went well.   |



| Key indicator 5: Increased participation in competitive sport   |  |       |   | Percentage of total allocation:   |
|---|--|-------|---|---|
|   |  |       |   | % 9   |
| Intent  | Implementation   |       | Impact  |   |
| Our children will have opportunities to compete in sport and other activities that build character and help to embed values such as fairness and respect. | At St Peter's we are part of The Lancashire Partnership, which allows us to access a wide range of inter-school sports and games activities, both competitive and non-competitive. The children learn new sports and skills alongside other children and learn to play fairly and respectfully in competitions | £1500 | The children have enjoyed a wide range of sports clubs offered by the Partnership in school when it has been allowed.   | This subscription to the Partnership is invaluable and will be renewed next year. The schools will hopefully be able to compete against each other once more. |
| Our children will have opportunities to compete in sport and other activities that build character and help to embed values such as fairness and respect. | At St Peter's we are part of a cluster of schools which offer different sporting events, competitions, inter-school sports that we take part in (Archery, Multi-Skills etc)  | £0    | During normal times we access a wide range of sports and events with other local schools. We all try to offer events which use the specialisms of staff in school or from coaches which work in school. | This allows us to ensure that children take part in competitive events, inter-school events and collaborative learning with other schools.                    |

## 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  |
|---|--|---|--|--|
| Increase engagement in lunchtime activities for pupils. | <p>Lunchtime supervisors / teaching staff as they need to lead the activity</p> <p>Pupils – as they will take part in more adventurous activities.</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> | More pupils meeting their daily physical activity goal, more pupils encouraged to take part in Physical activities | <p>£5000 for OPAL training for all staff.</p> <p>£3000 for OPAL resources.</p> <p>£2000 for additional staff to plan and support lunchtime sessions.</p> |



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| CPD for teachers.  | Primary generalist teachers.                        | <p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key indicator 5: Increased participation in competitive sport.</p>        | <p>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, including using the school grounds for adventurous activity and teaching water safety and swimming and as a result improved % of pupil's attainment in PE.</p> | <p>£500 for 2 teachers to undertake CPD and train other staff.</p> <p>£1500 for Sports partnership which includes CPD.</p>               |
| Increase engagement in participation in sporting activities across all groups of children. | Pupils – as they will take part in more activities. | <p><b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils</p> <p><b>Key indicator 5:</b> Increased participation in competitive sport</p> | <p>Tracking will show that more groups of children will be accessing a wider range of sports.</p>   | <p>£1500 sports partnership.</p> <p>£2500 after school sports clubs</p> <p>Buy in Packages e.g. Bike ability and Tots on Tyres £2000</p> |

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|--|--|--|---|--|
| To increase the number of children able to swim by the end of KS2. | Pupils. May children have never participated in swimming activities when they begin swimming in Year 4. We will provide additional swimming sessions for pupils in Year 5. | <b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils | Tracking will show that more children will be able to swim by the end of KS2. | £3000 for additional classes to go swimming. |
|--|--|--|---|--|

## 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   |
|---|--|--|
| Implementation of OPAL playgrounds and development of grounds for adventurous play. | Greater engagement in physical activities and use of the outdoors. This has reduced the number of Behaviour incidents at lunchtime as children are more engaged.   | Develop a greater use of the outdoors for curriculum activities.   |
| Implementation of PE APP for assessment.  | Staff feel more confident in delivering PE resulting in high quality PE sessions being delivered across school. Staff upskilled with the knowledge of the Lancashire PE assessment and develop their confidence to assess PE more accurately.  | Install the new version of the APP next term.  |
| Engagement in the Sports Partnership.   | Children have had access to a wide range of sporting activities. Children feel proud of their sporting success. They feel inspired to succeed and excel in competitive sport and other physically-demanding activities. The school were successful in being awarded the Gold School Games Award. | Continue tracking engagement to ensure that the numbers of children from different groups continues to increase. |

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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><br><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?        | 45%           | Few children access swimming out of school. For the vast majority of children the only experience of swimming will be at school and they will have not accessed swimming in any form before they experience |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? | 50%           |   |

|   |     |   |
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| What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?   | 27% | <i>Use this text box to give further context behind the percentage.</i> |
| 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? | Yes |   |
| Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?   | Yes | Through observation of specialist swimming staff.                       |

Signed off by:

|  |                       |
|--|-----------------------|
| Head Teacher:  | <i>Emma Moss</i>      |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | <i>Emamah Shafiq</i>  |
| Governor:  | <i>Peter Williams</i> |
| Date:  | 24.7.24               |