



# 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>Sports Coaches delivering a range of activities on a weekly basis. These included: Sports in after school club: Multi skills, UV dodge ball, Football and invasion games.</p> <p>Participation in local sports partnership - this included regular attendance at competitions and taster sessions for all children.</p> <p>Transport to events - these include cross country events Sports Premium for - training, experiences and transport to access.</p> <p>Every child in every year group has a chance to be part of events over the academic year.</p> <p>Support from Sports coaches Contribution towards Personal development strand of the School Development plan.</p> <p>Subject Leader attended relevant sport conferences and network meetings to gain relevant information.</p>	<p>Clear evidence in pupil voice that children are enjoying their PE sessions. Generally, all children are happy to be in school and taking part in a full balanced curriculum.</p> <p>Children have enjoyed physical activity during before and after school club.</p> <p>Number of children attending has increased Physical Development such as balance in the Early Years is beginning to improve with further access to equipment.</p> <p>Children are becoming more aware of physical fitness and the impact on their mental and physical health.</p> <p>Children have enjoyed the competition element of sports this year with increased participation in intra and inter competitions.</p> <p>Sports coaches have a good relationship with the children and worked well with staff to develop CPD.</p> <p>Children are developing a more positive attitude</p>	<p>Refine curriculum to ensure coherence and clear sequencing of skill development.</p> <p>Small steps learning to ensure all pupils can succeed.</p> <p>Clearer tracking of participation to ensure all pupils have the opportunity to take part in interschool competition and/or events.</p> <p>To improve consistency of activities.</p> <p>Further CPD to support the development of staff confidence in delivering all sports such as Gymnastics, Badminton, Fielding and Striking, Fundamental Movement Skills.</p>

<p>Liaise with other local schools.</p> <p>We have used the passport to tailor our PE curriculum with a progressive approach linking with skills and knowledge being taught.</p> <p>Coaches are communicating with staff about assessment and skills.</p> <p>PE equipment audited and is used within the PE sessions. Continue with regular audits and liaise with Sports Coaches.</p> <p>Provide opportunities for children with SEND, the least confident and the least active to attend exciting, varied and a new range of activities through the school sport partnership.</p> <p>Links made with coaches and outside clubs – tennis/ cricket /rugby/football/hockey Use external coaches to run competitions to increase pupils’ participation.</p>	<p>towards physical activity and teamwork.</p> <p>Increased confidence to take part in different sporting activities SP competitions have raised children's self-esteem, developing self-confidence and giving opportunities for leadership and teamwork beyond those already available within school.</p> <p>Regular assemblies sharing sporting events, results or news.</p> <p>Teams now established and playing competitions.</p> <p>Sport display in main corridor to keep staff and pupils up to date.</p> <p>Regular updates for parents on twitter and newsletters. Increased concentration and positive behaviours for learning- brain breaks working well.</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
Lunchtime sport sessions/activities for pupils.	Lunchtime staff, children	Key indicator 1 Increased confidence, knowledge and skills of all staff in teaching P.E and sport	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities - sustained through development of playground leaders upskilled by coaches	Lunchtime sports and after school: £4000
Opportunities to engage in new sports during the day and after school - to include but not limited to - Ultimate Frisbee, Skate Boarding and Scooters, archery.	After school club staff, children	Key indicator 2 -The engagement of all pupils in regular physical activity	Children have taken part in a range of inter competitions through Trust competitions - sustained into next year.	Sports Partnership, school competitions:£2000
Develop range of after school club sports offer e.g Multi sports, UV dodgeball.	Teaching staff, support staff and children	Key indicator 3 The profile of P.E and sport is raised across the school as a tool for whole school improvement.	Development of staff knowledge	Specialist sports coach and CPD: £12000
Develop staff understanding of SEND and physical development through specialist sports coach.	Teaching staff, support staff and children	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Improved behaviour due to specialist sport SEND provision for children with SEMH needs	
Raise the quality of learning and teaching in	Children	Key indicator 5: Increase participation in competitive sport.		

<p>PE and school sport by providing support to deliver broad, balanced and inclusive high quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment.</p> <p>Increased participation in School competitions - Pendle Sports Partnership, Premier League Primary Stars</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>Lunchtime sport sessions/activities for pupils.</p> <p>Opportunities to engage in new sports during the day and after school – to include but not limited to- Ultimate Frisbee, Skate Boarding, Scooters and archery.</p> <p>Develop range of after school club sports offer e.g Multi sports, UV dodgeball.</p> <p>Develop staff understanding of SEND and physical development through specialist sports coach.</p> <p>Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment.</p> <p>Increased participation in School competitions - Pendle Sports Partnership, Premier League Primary Stars.</p>	<p><b>Lunchtime Sport Sessions/Activities:</b> Providing lunchtime sports sessions has increased daily physical activity, fostering healthier lifestyles and improved fitness among pupils. These sessions offer additional opportunities for students to engage in physical exercise, reducing sedentary behaviour and enhancing overall well-being.</p> <p><b>Opportunities for New Sports:</b> Introducing new sports such as Ultimate Frisbee, Skateboarding, Scooters, and Archery during the day and after school has broadened the range of activities available to pupils. This variety caters to diverse interests and skill levels, encouraging more students to participate and stay active.</p> <p><b>Expanded After-School Sports Offerings:</b> Developing a diverse range of after-school clubs, including Multi Sports and UV Dodgeball, ensures there is something to engage every pupil. This expanded offer increases participation rates and helps students discover and nurture new interests and talents in various sports.</p> <p><b>Staff Development:</b> Investing in professional development for staff through specialist sports coaches has enhanced their understanding of Special Educational Needs and Disabilities (SEND) and physical development. This training empowers teachers to deliver high-quality, inclusive P.E. sessions that cater to all</p>	<p><b>Lunchtime Sport Sessions/Activities:</b> The Lunchtime Sport Sessions/Activities initiative has successfully increased daily physical activity among pupils, promoting healthier lifestyles and improved fitness – this will continue 24/25</p> <p><b>Opportunities for New Sports:</b> This expanded offering has boosted participation rates and enables students to explore and develop new interests and talents across a variety of sports to include focus on SEND children 24/25.</p> <p><b>Staff Development:</b> To continue 24/25. Investing in professional development for staff through specialist sports coaches has been a key aspect of enhancing the quality of P.E. instruction. Staff have moved to different year groups this year therefore this will continue.</p> <p><b>Enhanced P.E. Provision:</b> 24/25 to continue to ensure diverse activities, skill progression and Integrated Health Education</p> <p><b>Increased Competition Participation:</b> To continue to participate in competitions, increasing numbers participating across year groups 24/25.</p>

pupils' needs, improving the overall quality of P.E. instruction.

**Enhanced P.E. Provision:** Supporting teachers to deliver a broad, balanced, and high-quality P.E. curriculum has raised the standard of teaching and learning. This approach ensures that P.E. lessons are inclusive and engaging, contributing to improved pupil attainment in physical education.

**Increased Competition Participation:** Increased involvement in school competitions, such as those organized by the Pendle Sports Partnership and Premier League Primary Stars, has provided pupils with more opportunities to compete, showcase their skills, and develop a spirit of teamwork and sportsmanship.

Overall, these strategic investments have led to a comprehensive and inclusive sports program that significantly boosts pupil physical activity, engagement, and attainment.



## 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?	93%	COVID impact: Children stopped lessons during the pandemic which has had an impact on the number of children able to swim outside of and within school. Families struggling to find places in local pools for regular swimming lessons.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	93%	COVID impact: Children stopped lessons during the pandemic which has had an impact on the number of children able to swim outside of and within school. Families struggling to find places in local pools for regular swimming lessons.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>93%</p>	<p>School swimming lessons will take place in the Summer 2 term in Year 6 while we catch up on the gap in confident swimmers from the COVID pandemic impact.</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</p>	<p>School swimming lessons will take place in the Summer 2 term in Year 6 while we catch up on the gap in confident swimmers from the COVID pandemic impact.</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</p>	<p>HT/PE Lead attended LCC updates and training around swimming and water safety requirements.</p> <p>Lessons taught by trained pool staff from the swimming baths</p>

Signed off by:

Head Teacher:	Name Gaynor Canty
Subject Leader or the individual responsible for the Primary PE and sport premium:	Name and Job Title Gaynor Canty - Headteacher
Governor:	Name and Role Paul White
Date:	28/9/23