



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 |
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| Competition entry and various levels | Children of all abilities have now accessed an increased number of completions where this had not always been possible. | An increased number of children have been able to represent the school in at least one sporting competition. |
| Increasing confidence of staff to use new PE scheme with the support of specialist PE teachers | Staff feel better supported and understand how to maximise the PE scheme's potential much better. | Continued CPD has really helped the staff feel more confident to deliver PE when they have to teach the subject themselves. |

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 |
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| <p><i>Maintain and provide children with high quality, appropriate equipment during lesson to ensure that two lessons of PE are successfully delivered each week.</i></p> | <p><i>The school staff must make sure that the Subject Lead receives regular information on the amount of equipment and its condition in order to arrange orders to replace or replenish stock. There are simpler reporting procedures in place to guarantee that teachers have access to the necessary supplies and that losses and damages may be reported quickly. Staff and students can simply and quickly reach the PE equipment in lessons, both indoors and outside, because it is well signposted. a sufficient amount of equipment so that every class has access to it. no one must divide or share equipment for their PE session if another lesson is being taught at the</i></p> | <p><i>Key Indicator 2: Increasing engagement of all pupils in regular physical activity and sport</i></p> <p><i>Key Indicator 4: Offer a broader and more equal experience of a range of sports and physical activities to all pupils</i></p> | <p><i>The new scheme of work in place has made sure that the equipment is utilised far more suitably for the lessons being taught. A wider range of sports that the scheme suggests are also being implemented. Additionally, more equipment is now available, preventing equipment sharing and allowing greater numbers of children to participate fully in their physical education lessons. A broader range of equipment has made it possible for teachers to present a rich and</i></p> | <p><i>£1500</i></p> |

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| | <p><i>same time. New equipment ordered to make sure the scheme of work can be delivered safely and effectively..</i></p> | | <p><i>varied PE curriculum and ensuring that all courses can be resourced appropriately. P.E. equipment checklists are still within each storage area, along with labels and signs indicating their location. To report any lost or damaged equipment, reporting forms are also offered. Subject Lead frequently examines these.</i></p> <p><i>Continue to monitor P.E. equipment and replace any lost or damaged equipment at the first opportunity</i></p> | |
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| <p><i>Well- Being (Dance) – ‘Dance Yourself Happy’. Accent Music Hub – externally taught by dance teacher.</i></p> | <p><i>Providing LKS2 children with an adapted cross-curricular singing and dance lesson delivered as a 1-hour weekly session over a single term. The aim of the sessions is to improve confidence, happiness and well-being and improve movement.</i></p> | <p><i>Key Indicator 1: Increasing all staff’s confidence, knowledge and skills in teaching PE and sport</i></p> <p><i>Key Indicator 3: Raising the profile of PE and sport across the school, to support whole school improvement</i></p> <p><i>Key Indicator 4: Offer a broader and more equal experience of a range of sports and physical activities to all pupils</i></p> | <p><i>As we look to improve not only the physical dance skills, but also the mental well-being of our children. These sessions also provide CPD for the class teacher on how to engage children in dance and develop their skills.</i></p> | <p><i>£2175</i></p> |
| <p><i>Maintaining the high profile for PESSPA by hiring external specialist P.E. support that encourages pupils and teachers to engage in healthy lifestyles.</i></p> | <p><i>A full programme of teaching delivered by specialist PE teachers has been put in place for the next academic year covering a range of sports including dance, football, multi-skills, rugby, cricket, netball, athletics and gymnastics. These specialists will provide sessions of the highest quality to improve children’s well-being, fitness, enjoyment, enrichment and participation. These</i></p> | <p><i>Key Indicator 1: Increasing all staff’s confidence, knowledge and skills in teaching PE and sport</i></p> <p><i>Key Indicator 2: Increasing engagement of all pupils in regular physical activity and sport</i></p> <p><i>Key Indicator 3: Raising the profile of PE and sport across the school, to support whole school improvement</i></p> <p><i>Key Indicator 4: Offer a broader and more equal experience of a range of sports and physical</i></p> | <p><i>Working with outside experts has led to higher levels of active engagement in sessions. Children in all year groups have also been able to develop their fundamental skills thanks to these lessons. A hugely significant aspect of these sessions has been watching how much the children enjoy themselves and</i></p> | <p><i>£10,584</i></p> |

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| | <p><i>specialists will also work alongside teachers providing professional development opportunities for teachers to improve their own skill set. They will also incorporate intra-school competitions when delivering the curriculum.</i></p> <p><i>Network 6 Subject Leader programme – collaboration and events across the year</i></p> | <p><i>activities to all pupils</i></p> <p><i>Key Indicator 5: Increase participation in competitive sport</i></p> | <p><i>experience both mental and physical challenge. The sessions have also given teachers wonderful opportunities to observe carefully organised lessons that actively involve all students. The chance for school community members to support and collaborate with local experts has been crucial.</i></p> <p><i>Increase the number of sessions provided by external specialists. Different year groups having the opportunity to work with various specialist coaches throughout the school year. Try to ensure that the school is predominately using local businesses that will benefit the local community. Greater opportunities for discussions around</i></p> | |
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| <p>To maintain the high volume of pupils attending enrichment activity and inter-school competition – e.g. Widnes inter-school competitions and School Games. Increased opportunity will improve pupils’ motivation and social interaction thus having an impact on children’s academic</p> | <p>Maintain the school’s Gold School Games Mark. The School Games Mark is a Government-led award scheme launched in 2012, facilitated by the Youth Sport Trust to reward and recognise school’s engagement (provision and uptake) in the School Games against a national benchmark and to celebrate keeping young people active.</p> | <p>Key Indicator 2: Increasing engagement of all pupils in regular physical activity and sport Key Indicator 3: Raising the profile of PE and sport across the school, to support whole school improvement Key Indicator 4: Offer a broader and more equal experience of a range of sports and physical activities to all pupils Key Indicator 5: Increase participation in competitive sport</p> | <p>healthy eating. Investigating opportunities to deliver healthy eating lesson with each class to raise pupils’ awareness of the traffic light system with food, healthy snack choices and how to maintain a balanced lifestyle.</p> <p>Children across all age groups show a very positive attitude towards all aspects of physical activity. Our commitment to the School Games has successfully engaged children who haven’t previously been active or represented our school and this positive experience has led to children trying out new activities beyond school in our community. Maintain our Gold</p> | <p>£2245</p> |
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| <p><i>achievement.</i></p> <p><i>Maintain the school's Gold School Games Mark. The School Games Mark is a Government-led award scheme launched in 2012, facilitated by the Youth Sport Trust to reward and recognise school's engagement (provision and uptake) in the School Games against a national benchmark and to celebrate keeping young people active.</i></p> <p><i>Ongoing PE CPD delivered by PE Consultant Agility2Achieve half a day a week, working alongside teachers to upskill</i></p> | <p><i>Quality CPD delivered to staff with a whole school focus on raising the standards of gymnastics. EYFS receive quality first teaching from specialist P.E. teacher to</i></p> | <p><i>Key Indicator 2: Increasing engagement of all pupils in regular physical activity and sport</i></p> <p><i>Key Indicator 3: Raising the profile of PE and sport across the school, to support whole school</i></p> | <p><i>status during the next academic year and start to prepare for our Platinum application. Promoting more intra-school competition as part of the curriculum.</i></p> <p><i>Continued support for staff has really continued to benefit staff and support their CPD. Following lesson observations, there has been a clear</i></p> | <p><i>£3420</i></p> |
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| <p><i>them with a whole school focus on gymnastics. Ensure that Pupils should receive high quality first teaching that follows our progressive curriculum plans. Staff are to be provided with a range of resources and equipment to give them confidence to deliver PE to a high standard</i></p> | <p><i>ensure that they have a solid skill set prior to moving into Year 1.</i></p> | <p><i>improvement</i> <i>Key Indicator 4: Offer a broader and more equal experience of a range of sports and physical activities to all pupils</i></p> | <p><i>improvement in the quality of gymnastics now being delivered in school. Having listened to staff regarding gymnastics, we have seen staff confidence in the subject increase with all staff now feeling they can deliver good quality gymnastics lessons. Specialist teacher was able to focus on which Early Years outcomes were the prerequisite skills for PE within the National Curriculum. This has ensured that children who are moving into Year 1 have a wellrounded skill set.</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 |
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| Maintaining Gold School Games Award | Standards of PE and after school clubs have remained high throughout the year enabling us to adhere to all the criteria set out for the award. | Improved teaching of the curriculum and more focused after school clubs that have targeted more children. |
| Increased number of inter competitions entered in both inspire and aspire sporting events. | We have taken part in more sporting events this year than we have in previous years. We have been able to have more children than in previous years enter various competitions | Continue to look at sporting calendar and ensure that as many children as possible can represent the school before the leave at the end of Year 6. |
| Increased number of intra competitions within school. | Raising the standard of PE and enable more children to participate in well designed, competitive situations | This has been a great opportunity to deliver organised competition within school. Delivered by our excellent external PE teachers. |

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> |
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| What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres? | 91% | <i>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.</i> |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? | 91% | <i>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</i> |

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| <p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p> | <p>91%</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:

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| Head Teacher: | <i>Mrs Heather Whitfield</i> |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | <i>Stuart Monteith PE Subject Lead</i> |
| Governor: | <i>Joanne Reynolds, Chair of Governors</i> |
| Date: | <i>25 July 2024</i> |