



# 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><b>KI 1:</b></p> <ul style="list-style-type: none"> <li>• <b>Ensure there are multiple opportunities for children to be physically active throughout the school day, in addition to the PE curriculum.</b></li> <li>• <b>Achieve the 30 active minutes for all pupils.</b></li> </ul> <p>Further playground equipment, PE resources purchased for EYFS, KS1 and KS2. These are accessible each playtime and lunchtime. Purchased large apparatus to encourage physical activity and develop core strength in EYFS/ KS1 and KS2.</p> <p><b>KI 2:</b></p> <ul style="list-style-type: none"> <li>• <b>Raise the profile of PESSPA within the school community, with parents, children, staff and governors.</b></li> </ul> <p>Shared our PE achievements through email, website development, sports day/ activity days. Initial and final assessment per unit. Record on PE Passport. A gold, silver and bronze with whole class initial and end of unit assessment videos.</p>	<p>Children have more equipment to play with and be more active. Children's core strength has developed. Evidenced in data. Significant rise in children reaching ARE (Age Related Expectations) EYFS (gross and fine motor). New resources evidently used on a daily basis. All children are able to access new resources to keep active for 30 minutes per day.</p> <p>Assembly awareness- PE and sporting achievements are referenced to weekly in celebration assembly. Children are presented with trophies/ medals/ certificates from: swimming, football, boxing, martial arts, running clubs and for skill based achievements etc.</p>	<p>Targeted lunchtime/ after school clubs for least active, vulnerable children and sports teams. Met with children to discuss resources and equipment (pupil voice).</p> <p>Consider adding sports achievements/ updates to the newsletter. Governor updates with the subject leader/ head teacher.</p>

<p>Celebration of in school/out of school sporting/ PE achievements through certificates and other awards in assemblies. Annual competitive Sports Day. Track hire and awards. Parental involvement to raise the profile.</p> <p><b>KI 4:</b></p> <ul style="list-style-type: none"> <li>• <b>Develop curriculum scheme of work and supplementary resources- ensure clear progression of sports and skills on the LTP.</b></li> </ul> <p>Purchased new equipment to deliver a wide and varied PE and school sport programme. Subject lead completed a new curriculum plan, highlighting key skills for each year group. Shared with staff.</p> <p><b>KI 4:</b></p> <ul style="list-style-type: none"> <li>• <b>Organise whole school events with external coaches/ workshops to develop skills in a range of activities.</b></li> </ul> <p>Y6 Residential at Whitehough. BFCiC facilities Springs Dance Company workshop JL Fitness Zumba workshop (whole school event).</p>	<p>Children able to utilise their athletic skills in a large scale athletic arena with running track; sand pit and high jump. Parents are invited to sporting events.</p> <p>Staff have access to high quality planning, resources and equipment to support teaching. Children are engaged and show an enjoyment of learning in PE. Pupils continue to see PE as a way of life as oppose to a subject and understand its importance to keep our mind and bodies healthy and happy. The profile of PE is consistently high.</p> <p>Children have experience of cultural capital. They have experience of varied forms of dance that is interwoven through the curriculum.</p>	<p>Ensure staff have access to ongoing CPD opportunities. Coach and team teach PE with new teaching staff.</p> <p>Whole school staffing proved difficult at the last event. Consider a Key Stage 1 and a Key Stage 2 sports day? Provide further opportunities for cultural capital over the next year. Consider curriculum links eg. RE and Islamic, Sikh, Christian dance.</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
<p>Subject leader to model, monitor and evaluate curriculum lessons.            CPD for staff to have an increased confidence in a range of sports, with the knowledge and skills to teach the National curriculum with confidence.            Train staff to use PE Passport to access high quality planning, resources and CPD videos.            To actively engage TA's within lessons, promoting the love of PE.            Team teaching, mentoring after monitoring.            Regular review meetings with SLT/ update to PE governor.            Pupil interviews.            End of term assessments.            Subject Leader to attend regular CPD updates linked to PE (attended with HT 2023).            Go VELO Bikeability training- training two teachers to become 'Learn to Ride' instructors.</p>	<p>Pupils, teaching staff, support staff, SLT, PE governor.</p>	<p><i>Key indicator 1            Increased confidence, knowledge and skills of all staff in teaching PE and sport</i></p>	<p>All staff are consistently using the PE Passport App to record assessment, access planning and resources. Progress is tracked in PE across school. Pupil's skills are developed.</p> <p>Staff teaching PE feel confident and skilled in using the PE passport app.            Staff have identified and tracked a gold, silver and bronze child in their class to demonstrate progress and attainment. Staff are proud of the subject and raise the profile of the subject as a team.</p> <p>Children in reception and year 1 have access to balance bikes and helmets.            Children's core strength, balance and coordination is more developed.</p> <p><b>Sustainably/ next steps:</b>            Ongoing CPD training for SL/ HLTA            Work with Lancashire Teaching Learning Consultant (J. Squires) and provide all staff with CPD in different areas of the PE curriculum.            Level 5 coaching for HTLA            Coaching for new teachers with SL.            Training new sports ambassadors for next year (if we join SGO, they can offer this).            Specialist sports/dance/gymnastic lessons for the professional development of the staff – LCC            One CPD session per term – gymnastics, dance and</p>	<p>£700</p> <p>Bikeability training for staff/balance bikes and helmets £1,300</p> <p>Supply 2 days for SL: £260 x2= £520</p>

<p><b>Ensure there are multiple opportunities for children to be physically active throughout the school day, in addition to the PE curriculum.</b></p> <p>Achieve the 30 active minutes for all pupils. Purchase further playground equipment and PE resources for EYFS, KS1 and KS2. These are to be accessible each playtime and lunchtime.</p> <p>Introduce lunchtime sport sessions/activities for pupils.</p> <p>Purchase large apparatus to encourage physical activity and develop core strength in EYFS/ KS1 and KS2.</p> <p>Promote a love of learning and enjoyment in physical activity through whole school workshops, ie cricket, dance.</p> <p>Promote knowledge and understanding of physical activity and healthy living through initiatives such as the GULP programme.</p> <p><b>Enable more children to meet national curriculum requirements for swimming and water safety.</b></p> <p>Book additional provision for swimming <b>over and above</b> the national curriculum requirements.</p>	<p>Pupils, PE governor, PE subject lead and teaching staff.</p> <p>Dance teacher, cricket teacher.</p> <p>Swimming coaches (Pendle Wavelengths)</p>	<p><i>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.</i></p>	<p>outdoor learning.</p> <p>More pupils meeting their daily physical activity goal.</p> <p>Children have more equipment to play with and be more active.</p> <p>More pupils are encouraged to take part in sports activities.</p> <p>Children’s core strength has developed. Evidenced in data. Significant rise in EYFS (gross motor). Children take an active role in leading physical activities.</p> <p>Children can talk and present their findings about healthy living and the importance of exercise.</p> <p>Greater number of children reaching their level 5 swimming than in previous years.</p> <p><b>Next steps:</b> Purchase Squiggle while you Wiggle programme for EYFS/KS1 (£111)</p>	<p>£5700</p> <p>2x Whole school workshops = £800</p> <p>£7280 additional swimming lessons</p>
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<p>Children in EYFS continue to have an additional PE session each week to develop the 5 FMS and prepare them for KS1. Assess the 5 FMS.</p> <p>Initial and final assessment per unit. Record on PE Passport. A gold, silver and bronze with whole class initial and end of unit assessment videos.</p> <p>Celebration of in school/out of school sporting/ PE achievements through certificates, newsletters and other awards in assemblies.</p> <p>Provide information of sporting events, groups and physically active sessions through the newsletter.</p> <p>Annual competitive Sports Day. Track hire and awards.</p> <p>Parental involvement to raise the profile.</p> <p>Introduce the Pupil Reward Scheme Project across school in partnership with Pendle Leisure Trust. (A program designed exclusively for primary schools, aiming to motivate children to excel academically, maintain good attendance, and foster a commitment to their health and fitness through regular exercise.)</p>	<p>Pupils, parents and teaching staff.</p> <p>Pendle Leisure Trust</p>	<p><i>Key indicator 3- The profile of PESSPA being raised across the school as a tool for whole school improvement</i></p>	<p>Children’s core strength is developed alongside their FMS. Tracked on PE Passport with evidence.</p> <p>Baselines completed across the school at the start of the year. The final assessments, in the academic year 2024, showed a steady increase in EYFS gross motor development compared to previous year’s data before 2022-23. There has also been an improvement in the FMS in KS1. This final assessment will inform the long-term plans for PE for each class in the next academic year 24-25.</p> <p>Assembly awareness- PE and sporting achievements are referenced to weekly in celebration assembly. Children are presented with trophies/ medals/ certificates from: swimming, football, boxing, martial arts, running clubs and for skill based achievements etc.</p> <p>Children able to utilise their athletic skills in a large scale athletic arena with running track; sand pit and high jump. This year, we undertook a separate KS1 and KS2 Sports Day.</p> <p>Pupil reward scheme: improved attendance, pupils are becoming more active and are undertaking physical activity outside of school. Pupils are proud to share their physical achievements with staff with the whole school.</p> <p><b>Next steps:</b> KS1 Sports Day – Develop confidence and leadership skills by including Sports Ambassadors in the planning and delivery of Sports Day at Seedhill.</p>	<p>£550 (KS1 AND KS2 track hire, awards)</p>
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<p>Monitor the curriculum scheme of work and supplementary resources- ensure there is clear progression of sports and skills on the LTP.</p> <p>Increase range of extracurricular activities delivered after-school. Pupil voice to gain insight as to which clubs/ activities pupils would like to undertake.</p> <p>Participation in Outdoor Adventurous Activities and Residential.</p> <p>Organise whole school events with external coaches/ workshops to develop skills in a range of activities.</p> <p>Use PE APP to track and monitor children who are attending clubs or haven't taken part in an event. Sports leaders to be established to support in clubs.</p> <p>Year 6 to undertake Bikeability training.</p> <p>Engage with external agencies to deliver healthy lifestyle programmes and to sign post children and families to out of school activities (GULP programme for KS2).</p>	<p>Pupils, parents, teaching staff.</p> <p>BFCiC, external coaches for dance/ cricket, Go Velo instructors.</p>	<p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p>Continue to inform parents of physical activity events.</p> <p>Children have participated in a wider range of sport over the year in KS1 and KS2. This is monitored through the PE Passport app.</p> <p>More pupils encouraged to take part in PE and sport activities. The profile of PE is consistently high.</p> <p>More children are attending after school clubs. Due to tracking, we can ensure every child in school is offered a place to attend at least 1 club. Children feel valued and have say in what clubs they would like to undertake.</p> <p>Children are now more confident to take part in activities outdoors and have developed a confidence when solving problems. Pupils have developed team-building skills and character values.</p> <p>Children have experience of cultural capital. They have experience of varied forms of dance and sports (cricket) that is interwoven through the curriculum e.g. RE- Hinduism, Sikhism, History-Learie Constantine).</p> <p>Pupils continue to see PE as a way of life as oppose to a subject and understand it's importance to keep our mind and bodies healthy and happy (GULP programme in Year 3/4). Woodland walks linked to science and geography curriculum has enabled the children to use our local environment and to support their physical development alongside geographical skills.</p>	<p>Table tennis tables x2 £650 (chosen after school club/ intervention)</p>
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<p>Provide a range of competitive opportunities for all children to access across KS1 and KS2, through inter and intra school competitions.</p> <p>Children to take part in the SWAT Cluster day – carousel of sport activities provided by teaching staff and outside providers.</p>		<p><i>Key indicator 5: Increased participation in competitive sport</i></p>	<p><b>Next steps:</b> Train next sports leaders. This will enable them to feel a sense of pride and experience leadership.</p> <p>Raised aspirations of pupils undertaking competitive sport.</p> <p>School Sports Day – <b>all</b> children have had the opportunity to access athletics in a local athletic arena.</p> <p>Pupils show an enjoyment of physical activity and sport.</p> <p>Children have taken part in a competitive event with 11 other schools.</p> <p>Children have had access to high quality outside coaches.</p> <p><b>Next steps:</b> Sports Day to be planned with HLTA and Play/Sports Leaders next year – develop the confidence, independence and leadership of KS2 pupils children.</p> <p>Consider signing up to SGO, alongside cluster school competitions, to develop competitive sports across all age groups/ abilities.</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
Swimming- additional provision for swimming over and above the national curriculum requirements.	The percentage of children currently in Year 5 meeting the national expected standard for the end of Year 6 is continuing to increase from previous years. This is through the additional funding. Children in three year groups attend swimming lessons.	Review the percentage of children in Y6 next academic year meeting swimming standards. Book booster sessions for children identified as falling behind in the summer term.
Increase range of extracurricular activities delivered after-school- PE APP tracked and monitored to monitor children who are attending clubs or haven't taken part in an event.	Increasing numbers of pupils attended school clubs this year. An increasing number of pupils were able to attend more than 1 sports club. There is <b>no</b> charge to parents for clubs. Every SEN/PP child has had the opportunity to attend a club. Some children are now members of clubs within the local community. An increasing range of sports is covered through lessons and clubs.	Due to close monitoring and tracking, we can ensure each child is offered a place and can monitor and analyse data (PP, SEN, gender). Enhance the Sports Clubs that we offer at school (Zumba, Tai Chi, Glow in the dark dodgeball, yoga)  There is <b>no</b> charge for attending any club. Due to the context of our school, we have always endeavored to cover the costs of clubs. This may have to change for next year due to rising costs.
Go VELO Bikeability training- Two teachers undertook training to become 'Learn to Ride' instructors.	Children in reception and year 1 have access to balance bikes and helmets. Children's core strength, balance and coordination is more developed. Staff have the knowledge and skills to deliver high quality balance bike training to pupils.	Review, plan and undertake 'Learn to ride' sessions with a new intake of pupils. Two lead staff to coach together to develop skills.

<p>Bikeability training for Year 6- levels 1 and 2.</p>	<p>Children can identify the importance and dangers of road safety. More children own a bicycle and are able to ride their bike safely in the community.</p>	<p>Re- book Bikeability for year 6.</p>
<p>Y6 Residential at Whitehough. BFCiC facilities.</p>	<p>Children are now more confident to take part in activities outdoors and have developed a confidence when solving problems and undertaking group work. They have more confidence in using a compass and maps in order to discover a new place. Children developed their orienteering skills in the outdoors. Children built on positive relationships and developed a real sense of belonging within a team.</p>	<p>Further develop children's opportunities to access sports outside of school.</p>

## 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?	75%	<i>The year 6 children missed out on a year's worth of lessons due to impact of COVID. Subsequently there was a pool closure period.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	70%	<i>Children swim in years 3, 4 and 5.</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>75%</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><u>Yes/No</u></p>	<p>Pupils undertake swimming lessons in year 3, year 4 and year 5 during their time at school. Historically, our swimming data has been significantly below national expectations. We have therefore continued to use the Primary PE and sport premium to provide additional swimming lessons for all pupils in year 4 and year 5, in addition to their standard lesson in year 3.</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><u>Yes/No</u></p>	<p>Undertaken at Pendle Leisure Trust by qualified instructors. PE subject leader has observed lessons at the pool and has fed back to staff.</p>

Signed off by:

Head Teacher:	<i>Rebecca Moulden</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Jasmine Peel PE subject lead</i>
Governor:	<i>Wendy Harvey</i>
Date:	<i>July 2024</i>