



# 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
<ul style="list-style-type: none"> <li>We once again used Pools to Schools to deliver our swimming curriculum. We delivered to year 3, 4, 5 and 6, but allowing more time for the year 6 pupils and year 5 pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Children were much more confident swimming this year after their experiences the year before. They were familiar with the pool, the set up and the changing arrangements. This led to increased engagement and for sessions to begin swiftly. Overall outcomes for swimming increased by over 10%</li> </ul>	<ul style="list-style-type: none"> <li>We continue to use Pools for Schools. We have found that by introducing the structure to children in younger years, we are able to build on swimming knowledge and skill, year on year.</li> <li>Next year we aim to try and introduce swimming to KS1 with the aim of giving all children the opportunity to experience the water, increasing self-esteem and allowing them to feel comfortable in the water.</li> </ul>
<ul style="list-style-type: none"> <li>Providing a broad and balanced programme of physical activities throughout the day (30 active minutes)</li> </ul>	<ul style="list-style-type: none"> <li>Children experienced a wide range of physical activities within their break and lunch time experiences as well as in before and after school clubs. This enhanced the school curriculum and highlighted children with different talents e.g. children were able to show off and develop their boules and netball skills even though they were not on the school curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Aim to start wake up, shake up and the daily mile before the end of the year included into the school timetable.</li> </ul>

<ul style="list-style-type: none"> <li>• Removing barriers to engagement in physical education and wider physical activities</li> </ul>	<ul style="list-style-type: none"> <li>• As mentioned, children have had access to a wide range of sporting and physical activities so that they can become excited and involved in various events. We removed barriers to engagement for after school or cross school events by liaising with parents/carers as well as organizing mini-buses or hosting events at the school. This led to wider engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Build links with local clubs to allow children to get involved with more outside of school. Provide parents and children with the information they need and support through school.</li> </ul>
<ul style="list-style-type: none"> <li>• Increasing the visibility of sports within the school by promoting events, acknowledging achievements, and inviting parents to join us for events, inviting visitors to discuss their sporting achievements and revamping the school curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• PE has a prominent and respected role within the school. We also achieved gold in the school games mark for 2022-2023 and we are aiming to achieve gold this year again. To achieve this award, we aimed to ensure that we as a school delivered 30 active minutes, we offered a wide range of intra- competitions, identified groups of children and provided focus sessions. We also have a great team of play leaders in place of KS1-UKS2. Our communication with parents through newsletters, twitter and the website allow for their continuous support.</li> </ul>	<ul style="list-style-type: none"> <li>• We aim to achieve the platinum in the school games mark. To achieve this, we must have previously achieved four consecutive gold awards in a row to be able to apply for platinum.</li> </ul>
<ul style="list-style-type: none"> <li>• We ensured that we provided high quality teaching and learning in all sporting activities by updating our school PE curriculum through development strategy meetings with a consultant. All staff (teachers, TAs and sports coach) worked together to develop subject knowledge and pedagogy within PE</li> </ul>	<ul style="list-style-type: none"> <li>• The teaching and learning of PE has been greatly influenced and promoted by the teamwork of all staff working together. The triangulation of PE has made teachers more confident teaching the PE curriculum and has supported the Sports coach in her role to support various abilities and various pupils across the school.</li> </ul>	

## 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>Continue to develop a robust school PE curriculum so that skills and knowledge are built within a unit and from the previous units. The development of the curriculum will also:</p> <ul style="list-style-type: none"> <li>encourage and provide opportunities for more evaluation (self and peer),</li> <li>link to the wider curriculum and wider life.</li> </ul>	<p>Teaching and support staff. Children.</p>	<p><b>Key indicator 1 = Increased confidence, knowledge and skills of all staff in teaching PE and sport</b> – the refined curriculum will provide links to prior and post learning so that teachers will better understand how key skills build on one another and how they develop. The curriculum will also provide opportunities to watch and evaluate athletes completing the skills that the children are learning and developing.</p> <p><b>Key indicator 3 = The profile of PE and sport is raised across the school as a tool for whole school improvement</b> – The development of PE will be raised through the development and implementation of the new curriculum.</p>	<p>Children will experience high quality teaching that is consistent across the school and across classes.</p>	<p>£1000 towards consultancy fees and time out of class to develop the curriculum.</p>

<p>We will continue to plan and provide a broad and balanced physical activity programme throughout the school. We recognise that there is not enough time to cover all sporting activities in the curriculum but we know that by teaching a sports specific curriculum, we are providing the children with a great opportunity to develop their skills in those sports, making them experts by the end of their school career.</p> <p>To enhance their skills further and to provide wider experiences, we have planned our clubs, breaktimes and visits carefully.</p>	<p>Children</p>	<p><b>Key indicator 4 = Broader experience of a range of sports and activities offered to all pupils.</b> Children will engage in various clubs such as cheer leading, dodgeball and cross country, which are not on the school curriculum.</p> <p>They will also have opportunities to meet sports people such as Ella Bowan from Manchester Thunder (Netball team) and members of Warrington Wolves (contact rugby in UKS2). These opportunities will enrich the children's learning and allow them to experience a sport or activity that captures their curiosity and attention.</p> <p><b>Key indicator 5 - Increased participation in competitive sport.</b> As part of our plans to provide a broad and balanced programme, we will be holding 2 Sport's Weeks which will engage all children in competitive sports – competing against other children in their key stage. They will build upon their skills and knowledge gained from the sports they have engaged with previously in the year. One week will take place in February and the other in July.</p>	<p>These practices are now embedded with the Sport's coach and fuds from the Sport's Premium support the sustainability of these programmes.</p> <p>These opportunities will enrich the children's learning and allow them to experience a sport or activity that captures their curiosity and attention. The learning from the wider activities will support them in their PE lessons and links will be made by the Sport's Coach.</p> <p>After each unit, parents and carers will be provided with a list of out of school clubs that the children could attend.</p>	<p>£ _____</p>
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<p>Support SEND and children who struggle with important fundamental movement skills. This will increase engagement and support progression. Actions that will support this plan are:</p> <ul style="list-style-type: none"> <li>• Inclusion of a pre-</li> </ul>	<p>SEND and targeted children</p>	<p><b>Key indicator 2 - Engagement of all pupils in regular physical activity.</b></p> <p>There will be a pre-teacher in every lesson during the warmup where targeted children will be supported by the class teacher or teaching assistant. Key skills that are vital to the lesson and unit will be pre-taught and</p>	<p>Targeted and SEND pupils will be more proficient in fundamental skills and can then build upon these in the PE sessions to make good progress.</p>	
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<p>teach in every lesson for targeted support to those children who are struggling.</p> <ul style="list-style-type: none"> <li>Starting a morning club on fundamental movement skills for targeted children</li> </ul>		<p>developed so that these children will feel more confident and proficient during the lesson itself.</p> <p>Every week from January, there will be a morning activity club targeted to those children who struggle with their fundamental movement skills. The sessions will focus on balance, locomotion and control. The aim of these sessions is to improve the fundamental movement skills that are needed in all physical activities, so that the children can build upon these and learn the new skills needed within the sessions.</p>		
<p>Develop the role and status of Sport's leaders in the school</p>	<p>Children Sport's ambassadors</p>	<p><b>Key indicator 3 - The profile of PE and sport is raised across the school as a tool for whole school improvement</b> – Sports ambassadors will increase the profile of sports within the school by working across all key stages and supporting the development of the wider sports program within the school.</p>	<p>Sports ambassadors will support staff and children in the development of the sports program. Sport's ambassadors will support children across key stages and will help children engage in various activities outside of the structured PE sessions.</p>	

## 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 pool onsite for 3 weeks with lessons for children across KS2	This has allowed all children to take part in swimming lessons from KS2, giving children the opportunity to feel confident in the pool and consequently progress and refine their swimming ability and technique through to year 6.	We will see further impact of this as the years go by with more confident swimmers coming through into year 6, after 4 years of swimming from year 3.
Support for children with SEND through Pre Teaching, morning clubs and targeted lesson support	The preteach aspect at the start of the lesson has supported out SEND children to feel more confident when the lesson begins. As a result we are seeing them engaging more both in the activities and within the class discussions. We had a good number of SEND children attending the morning sessions.	
Sport's Weeks – interform competition	This allowed all children to use the skills and understanding they had gained in lessons to take part in competitions. This happened twice across the year and children confidently utilised their learning and tactics, competing against children from other classes within their key stage.	Teaching staff and support staff were heavily involved in these interform activities and staff voice was very positive.



<p>The continued development of the PE curriculum and embedding the changes into the school</p>	<p>The end goals and vocabulary in PE are more specific, leading to very defined lessons which teachers feel confident teaching.</p> <p>Through pupil perception interviews, we have noted that children are now more able to articulate their learning within and across a topic in PE. They can recall the key learning from the End Goals and define key vocabulary, explaining how it is important with the topic and sport at hand.</p>	<p>Retrieval is very important in all our lessons and this supports the children in keeping the knowledge and learning at the forefront of their memories.</p>
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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*


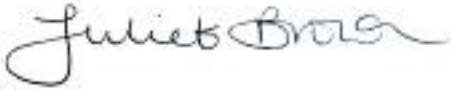
<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
<p>What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?</p>	<p>82%</p>	<p><i>Covid has a huge impact on children being able to swim. Around one in four children could not swim before covid and now the numbers could increase to three in five by 2025-26.</i></p> <p><i>Swimming lessons have now become much more expensive so a lot of parents/carers have struggled to afford to send their children to out of school.</i></p> <p><i>Some SEND children struggle with fine motor skills and for some children, the lessons at the school are their first experiences of water and of swimming. We have introduced fine motor skills clubs for children and we hope that by introducing the pool at an earlier age, we take any fear out of it and can engage children, both SEND and non-SEND, to engage with swimming both in and out of school hours.</i></p>

<p>What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?</p>	<p>82%</p>	
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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>100%</p>	<p><i>Children were taught water safety and all children performed safe self-rescue in different water-based situations. This was a focus for us as we are surrounded by water e.g. Sankey Valley and close to the river Mersey. The children all know how to enjoy water safety and they have a strong understanding of what to do if they get into trouble and how to call for help. The children all successfully could tread water, use sidestroke and use back floating. All children learned how to relax, conserve energy and move through the water efficiently.</i></p>
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<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>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	<p>Yes/<del>No</del></p>	<p>Teaching and support staff are present in the pool and experience high quality CPD from the trained swimming coach. During the sessions, the teaching and support staff engage in the activities with the children and support individuals either from the side or from the pool. Discussions about assessment and targeted support are had throughout and after the sessions, providing staff with vital CPD to support their understanding of and ability to teach swimming and water safety.</p> <p>As well as employing a qualified swimming coach for these weeks, our school sport coach also holds a swimming teacher qualification, so she was able to support progression and accurate assessment. Our sports coach was present in all the swimming sessions.</p>

Signed off by:

	 Head teacher
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Sarah Pimblett (electronically signed 13/11/24)</i>
Governor:	 Chair of Governors
Date:	13/11/24