



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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| <ul style="list-style-type: none">1. Enhanced success in inter school local authority competitions and tournaments. Pupils from across the school will demonstrate greater levels of success in School Games competitions through the delivery of a bespoke and detailed PE curriculum using new planning strategies and resources.2. Improved levels of participation in a wider range of extra-curricular sports activities across the school. Particular focus on KS1 and EYFS.3. To ensure that delivery of PE sessions is of a consistently high standard and assessed accurately through the implementation of new PE planning resources such as PE Passport and Complete PE. | <ul style="list-style-type: none">1. School has ensured greater participation in inter school tournaments; particularly for KS1. Pupils have engaged well and enjoyed representing the school. Consequently, pupils have developed a sense of pride and self-esteem.2. seasonal timetable of activities is planned to ensure coverage for all year groups. Participation levels are monitored to ensure all pupil groups are catered for.School has invested in resources to help support the delivery of quality PE sessions. Complete PE and PE passport packages have developed staff CPD and resulted in high quality delivery. | <ul style="list-style-type: none">1. Transport costing and availability issues have meant that we have been unable to attend as many competitions as we would have liked. This is planned to be addressed in the coming year with a different strategy. It is hoped to train staff in mini-bus driving and hire through a local company. Thus, reducing costs and reducing the risk of missing competitions through lack of available transport.2. Pupil voice sessions have been used on a termly basis to highlight any specific club pupils would like. This helps to formulate an offer for the following year.3. Complete PE and PE Passport are now fully integrated into the curriculum. These will be reviewed on an annual basis to ensure high standards. |

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><u>Physical activity contributes to the holistic approach and ethos of the school. All pupils are encouraged and supported in their activity, resulting in a bespoke offer to all pupils.</u></p> <ul style="list-style-type: none"> Sessions will reflect the new planning format with a focus on knowledge, transfer of skills, enjoyment and 'sport for all.' All classes to be encouraged to use 'activity sheds' to engage children in active breaks in or between lessons to increase regular physical activity through bespoke play. Purchase of essential equipment and resources to enable a | <ul style="list-style-type: none"> Pupils will receive timetabled PE sessions twice weekly to support their health and well-being. Pupils will be encouraged to participate in a variety of sports and activities (following consultation); they can discover their interests and strengths while improving their overall fitness. Pupil voice survey and response to target individuals Play time and lunch time staff to have support/training to lead engagement. External training for our new Pupil Advocates (Sports Leaders) and mid-day supervisor training where necessary. | <p><u>Key indicator 1: The engagement of all 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</u></p> <p><u>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</u></p> | <ul style="list-style-type: none"> Children take part in timetabled PE lessons 2x a week (indoor and out), PE sessions and additional activities and as a result they improve in engagement and in fitness Resources such as Complete PE and PE Passport to be utilized as a means of demonstrating good practice and improved CPD. Children engage in constructive play using the activity sheds at break times; taking ownership for them and checking resources. External and internal comps to be organized through SHSG result in increased engagement in competition sport Impact of CPD will be increased capacity for children to learn knowledge as | <p><u>Allocation: £4,000</u></p> |

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| <p>wide variety of sports to be taught effectively</p> <ul style="list-style-type: none"> • Further CPD to broaden subject knowledge of PE and sport teaching. • Inter-house/external sporting tournaments/competitions throughout the year, for all children, ie: football, cricket, rounders, cross country, etc. • Offer a wide variety of after school clubs across the year - catering for different sporting interests: gymnastics, dance and multi-sports should be a priority. • Pathways to Gymnastics clubs to be highlighted. • School hall environment displaying gymnastics and dance images as a way of raising the profile of these areas of the curriculum. | | | <p>demonstrated in the new PE teaching curriculum and sequences.</p> <ul style="list-style-type: none"> • Sports day for EYFS/KS1 and KS2 organised and again implemented with the support of our sporting partners at Edge Hill College. Sports day has enhanced profile through this and with the use of school website and Twitter. @EdgeHill • New sports equipment purchased, with impact of increased participation in lessons and improvement of skills, as more children have equipment that is fit for purpose. • Continued subscriptions to PE Passport and Complete PE enhance delivery and coverage of PE (less of the 'mile wide and inch thick' approach) and enable the greater focus on knowledge. • Increased number of clubs and increased activity at lunchtimes will result in overall increased fitness levels from increased activity. • Pupils reflect positively on gymnastics and dance. • Gymnastics and dance competitions entered and | |
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| | | | mini-galas held in school. | |
| <p><u>All children understand the significance of healthy living, which includes maintaining a balanced diet and engaging in regular physical activity.</u></p> <p><u>Increase fitness and activity among students, while also improving their knowledge in various disciplines.</u></p> <ul style="list-style-type: none"> • Monitor regularly quality of activity | <ul style="list-style-type: none"> • Seek pupil voice feedback in improving provision and act on this – to be reviewed termly • Sports Leader Pupil Advocates (buddies) external and internal training for our new leaders and mid-day supervisor training • Pupils, staff and parents are aware of sporting activities and achievements across the school; which will be celebrated in assemblies and on school website. • Pupils are encouraged to eat healthily throughout the school and ensure links across the curriculum, incl PSHE and DT. • Encouraging of pupils to take on | <p><u>Key indicator 1: The engagement of all 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</u></p> <p><u>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</u></p> | <p>Children report increased activity, engagement and fitness following the implementation of the new curriculum and subsequent resources.</p> <p>PE lead monitoring evidences increase levels of engagement, impacting on fitness and health.</p> <p>Children take part in regular active blast breaks throughout the day</p> <p>Give children opportunity to move more during class time to aid focus during lessons; increased twice weekly PE sessions will ensure pupils engage more often and have the necessary opportunity for</p> | <p><u>Allocation: £3,000</u></p> |

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| <p>sessions</p> <ul style="list-style-type: none"> Greater visibility and celebration of sporting achievements: weekly assemblies (virtual), bulletins, tweets, website. Sport displayed on the corridor. Upcoming internal house sporting events to be advertised on the dedicated sports display board. Results and photos to be displayed and tweeted. | <p>leadership roles that support sport and physical activity will be a key factor.</p> <ul style="list-style-type: none"> Collaborate with parents and the community to foster healthy habits and offer resources that promote a healthy lifestyle. This approach will help children establish healthy habits that will benefit them for years to come. | | <p>movement and activity throughout the week.</p> <p>Children more aware of their health and fitness through PE, PSHE, Science and DT.</p> <p>Parents more aware of their child's engagement with health and fitness which shall/can be reported during parents evenings and meetings.</p> | |
| <p><u>Investing in the professional development of staff and providing them with the necessary resources and support to create a more inclusive and effective physical education program that benefits all pupils.</u></p> <p><u>Encouraging and promoting physical activity will also help to improve the overall health and wellbeing of students, leading to</u></p> | <ul style="list-style-type: none"> Staff provided with professional development, mentoring, training and resources to help ensure confidence in teaching and delivering high quality PE resulting in higher quality teaching. These to include external sports coaches, fellow staff members, online support and links to sporting partners. Our qualified swimming TA (ER) is confident in her role to support our swimming teachers to promote excellence in swimming – this to continue as required. <p>Staff confident to deliver quality sporting opportunities. Mid-day supervisors to work cooperatively with children during lunchtimes.</p> <p>Staff and pupils raised confidence with</p> | <p><u>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</u></p> | <p>Children taking part in lessons that are confidently delivered by staff</p> <ul style="list-style-type: none"> Teachers confidently delivering lessons with increased confidence and skills utilizing the high-quality resources available on PE Passport and Complete PE PE leads to be secure in whole school curriculum overview and sequences Teachers confidently delivering active break sessions alongside curriculum subjects PE lead to Work alongside staff to support and increase confidence in teaching PE with new high quality | <p><u>Allocation: £4,000</u></p> |

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| <p><u>a happier and more productive school environment.</u></p> <ul style="list-style-type: none"> • To use new curriculum resources (PE Passport and Complete PE) as a means of developing quality first teaching. • In addition to formal training, resources such as lesson plans, equipment, and technology shall be made available to enhance the learning experience. This shall include access to online resources, videos, and training materials. • Sequences are embedded with a clear curriculum map across all phases. Staff receive training appropriately to ensure quality of teaching. | <p>lessons reflecting a more focused approach – involving more specific vocabulary.</p> | | <p>resources.</p> <p>The profile of gymnastics and dance is raised across the school and celebrated through displays and social media.</p> <p>Pupils respond more positively with knowledge during pupil voice sessions.</p> <p>Continue to use SHSG to support staff professional development *PE leads to continue accessing support through Danny Bacon</p> <p>*Monitor use and impact of new teaching resources such as PE Passport and Complete PE.</p> | |
| <p><u>•Ensure full participation and increase attainment in swimming sessions</u></p> <p><u>•Ensure a broader range of onsite activities and external visits that will involve</u></p> | <ul style="list-style-type: none"> • Swimming TA to attend all swimming sessions to ensure children and our school can take part in swimming sessions, safely and effectively. • Swimming with confidence sessions to be maintained for pupils who have anxieties around water. | <p><u>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</u></p> <p><u>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</u></p> | <ul style="list-style-type: none"> • A wide range of activities available for children to access and further signposting to support development and continuation of activity/sport. • PGL enables all y4 to engage in physical activity residential | <p><u>Allocation: £2,000</u></p> |

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| <p><u>physical activity.</u></p> <ul style="list-style-type: none"> • Build on the links we have with our sporting partners at EHU to increase the range of activities and year groups involved • Links to local dance and gym classes used to enhance these areas of the curriculum. • Outreach to clubs and sport activities – to increase range • Trips to take account of broadening activity experience incl PGL and longer walking activities on external visits. | <ul style="list-style-type: none"> • Reception to Y6 to take part in whole school sports day competition, internal event between school-houses • Pupil voice reflect the need to support and involve the least active children by providing targeted activities and running or extending school sports. | | <ul style="list-style-type: none"> • London residential to engage in greater use of walking to enhance pupils fitness levels. • Extra-curricular visits to focus on physical fitness. • Range of off-site trips take place to further support the broadening of experience • More focus on trips to sporting events to be planned in for the coming year to such events as Lancashire CCC, Saints and St Helens AFC, local gymnastic and dance tournaments/galas. • Monitor use of equipment • At the beginning of each year, highlight at least 6 sporting events per half term to attend – preferably to include different year groups, SEND focus. • Take a teacher survey to see what skill set is within the school, to see if a range of clubs could be run, with a focus of participation from a range of children. | |
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| <p><u>Participation in inter school (SHSG) timetable increased from previous years.</u></p> <p><u>Sense of representation and identity when representing the school</u></p> <p><u>Participation in 'Network' planned activities to increase pupils' experiences of competitive activities (specific focus on dance and gymnastics galas).</u></p> <p><u>Re-introduce the links with sporting partners and Edge Hill College competitions in the Autumn term to ensure activities/tournaments planned later in the year.</u></p> <p><u>Maintain the Gold accreditation for the School Sports and PE Mark.</u></p> | <ul style="list-style-type: none"> •The purchase of new sports kits for the pupils to wear when representing the school in competitions will give them a sense of pride when competing against other schools. •Planned training of staff in mini-bus driver's course to support the transport issues outlined in previous years. •PE leads to implement house competition/ tournament termly <p>Pupils benefit from the redevelopment of school field markings to encourage greater use at break times and lunchtimes (3 zones panned)</p> | <p><u>Key indicator 5: Increased participation in competitive sport</u></p> | <p>Participation in competitions – increases from last year as the improvement in transport opportunities allows.</p> <p>The additional training for Mini-bus drivers will have a positive impact on the school's participation in inter school and network events.</p> <p>Pupils experience a greater range of sporting events and understand the feel of representing the school. Greater sense of pride when representing the school in new kit.</p> <ul style="list-style-type: none"> • Annual football and netball tournaments entered and practiced for in line with the schools PE planning. • Informal competitions to be introduced in Spring/Summer terms, when the weather is warmer and there are longer hours of daylight, so afterschool hours can be used. <p>Edge Hill sporting competitions play a major part in the schools yearly PE timetable; linking again with other schools in the area.</p> | <p><u>Allocation: £4,000</u></p> |
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| <ul style="list-style-type: none"> • Entry to SHSG sport competitions. • Enter at least 6 sporting activity per term to allow for increased participation in a range of sports. • Enter annual football and netball competitions across both key stages – aim to achieve regional representation • Host sports events (archery) against local schools from within the network. • Revisit sports competitions at Edge Hill University and enhance – learning from last years opportunity. • Mark out on the field Sports day, running track mark out. • Ensure booking of minibus hire in plenty of time to ensure transport issues are addressed. | | | <ul style="list-style-type: none"> • Football teams and netball team to be reintroduced and have weekly training sessions/clubs • . *Ensure that funding is put aside at the beginning of the year to allow for transportation for events • *Ensure every year have opps to participate in comps through SHSG • Host events with other schools. | |
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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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| Key achievements from the academic year 23-24 will be noted here on a termly basis. | | |

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? | 78% | <ul style="list-style-type: none"> • Several pupils, on returning to school following Covid outbreak have demonstrated anxiety about being around water. • This has been addressed by offering 'water confidence' sessions to enable them to feel more secure in and around water. • These sessions have been a success and enabled these children to demonstrate far less anxiety. |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? | 78% | |

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| What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations? | 78% | |
| 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 | |

Signed off by:

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| Head Teacher: | <i>Pam Potter</i> |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | <i>Andrew Yearsley – Deputy Head Teacher – PE and School Sport Coordinator</i> |
| Governor: | <i>Jane Hand – PE and School Sport link Governor</i> |
| Date: | |