



# 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
Provide opportunities for a wider range of children to access school sport competitions (through School Sports Partnership, £1500 annually).	Some children were able to develop understanding of competing and know that it is possible to achieve more when measured against other children from other schools.	More children to be able to access competitive sporting activities – focus on breaking down barriers with home attitudes to sporting activities and commitment to an activity, meaning that children are in a position to develop skills needed to achieve well in competitive sports.
Hired pool to increase the percentage of children who are able to swim by the end of KS2 (cost of £5025).	Children at the end of KS2 are now water confident. SEN children are now able to enter the water and be in it whilst feeling safe, due to the additional time that they were able to have in the water. Children in Years 5 and 6 who had not met the requirements through previous core swimming provision have now developed confidence and swimming ability. In Year 6, 77% of children met expectations for 25 metres and 95% could self rescue by the end of the year.	Due to the many water sources around the local area, this is vital in case of an emergency.

<p>Sports which are new to the children in our area introduced to increase interest and opportunities, including taster Days from SportsCool on Kurling and Ultimate Frizbee. Cricket day from Lancashire Cricket. Fit4Kidz activity and healthy choices session for all classes in school.</p> <p>Develop staff confidence and skills through working with coaches throughout the year on different, targeted, sports and skills.</p> <p>Staff understand how to challenge children further in all aspects of PE.</p> <p>Develop understanding of use of evaluation in PE lessons with children.</p> <p>Intra-school competitions to develop profile of PE, with awards given in front of all stakeholders to celebrate success and achievements.</p> <p>Increase uptake in additional activities provided at playtimes to encourage greater levels of activity.</p>	<p>Children are beginning to develop an interest in sports that are outside their 'normal' expectations. Interest in clubs out of school has been expressed by some children but there is a lack of provision in the local community.</p> <p>Staff are significantly more confident when delivering a range of PE lessons – using the lesson plans available, staff build on the delivery by the coach when teaching independently.</p> <p>Children are able to identify an increase in challenge and discuss the impact of this on performance – staff are now significantly more confident in facilitating this.</p> <p>Evaluation is built into each lesson – staff are aware of how to facilitate this and children do this well verbally.</p> <p>Children have high aspirations in PE and aim high to achieve. Self-esteem is increased when rewards are earned.</p> <p>Children are more engaged, with children from all years groups taking part in structured activities – children choose to be more active now during playtimes.</p>	<p>A lack of local opportunities for sporting activities has a negative impact on the take-up of sporting activities, even in school, as the children are not able to go to a club to develop these interests further, due to money and travel constraints for many parents.</p> <p>Following a systematic approach to teaching the PE lessons throughout school has had a positive impact on staff interest and enthusiasm.</p> <p>This is an area which will be focused on further in the next year.</p> <p>Further ways to develop evaluation will be a focus for during the next year.</p> <p>Play Leaders will be introduced next year to continue to develop this further.</p>
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Develop provision of out of school clubs to encourage greater participation for SEN children.	More SEN children taking part in sports out of school. SEN children developing a range of skills over time.	A range of SEN needs have been adapted for during these clubs – parents have given positive feedback regarding this.
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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
Introduce lunchtime sport sessions/activities for pupils.	Lunchtime supervisors / teaching staff, coaches leading the activity, pupils taking part.	<p>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.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities, throughout the year.	£3,400 costs for additional coaches to support lunchtime sessions – 2x weekly

<p>Introduce after-school sporting activities for pupils.</p>	<p>Teaching staff, coaches, pupils.</p>	<p>Key indicator 2: The engagement of all pupils in regular physical activity.</p> <p>Key indicator 4: offer a broader and more equal experience of a range of sports and physical activities to all pupils.</p> <p>Key indicator 5: increase participation in competitive sport.</p>	<p>Increased number of pupils meeting their daily physical activity goal: more pupils encouraged to take part in PE and Sport Activities throughout the year.</p> <p>Children are able to experience a wider range of sporting activities to allow disengaged pupils to find a physical activity which they enjoy.</p> <p>More children engage in competitive sport out of school, facilitated by school providing transport as this is a barrier for the majority of pupils.</p>	<p>£3,400 for sports coaches to deliver a range of activities.</p> <p>£200 for minibuses to take children to competitions.</p> <p>£1500 for Schools Sports Partnership membership.</p>
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<p>CPD for teachers.</p>	<p>Teaching staff. Coach to model good practice and support staff development. Pupils identified as having key skills which can be developed further in competitive sports.</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.  Key indicator 5: Increased participation in competitive sport.</p>	<p>Teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school and as a result improved % of pupil's attainment in PE..</p>	<p>£6,700 for 7 teachers to undertake CPD throughout the year, on a rota.</p>
<p>Hire swimming pool for 3 week intensive courses for catch up swimming. Include CPD for teaching staff for swimming and water safety.</p>	<p>Pupils in Years 4, 5 and 6 who are unable to meet KS2 expectations for attainment in swimming.</p>	<p>Key indicator 3: Increasing engagement of all pupils in regular physical activity and sport.</p>	<p>More children able to swim and be safe in the water, including understanding water safety for out in the community as there are many water sources in and around Rishton. Improved % of children who can meet KS2 expectations in swimming. With the skills developed, children engage in swimming activities out of school at local sports centres.</p>	<p>£5,025 for hire of pool and 2 coaches and lifeguards, including CPD provided for staff across the 3 weeks on site.</p>

<p>Introduce sporting activities which engage a wider range of children.</p>	<p>Teaching staff, pupils, KS1 Leader, PE Lead.</p>	<p>Key indicator 3: Increasing engagement of all pupils in regular physical activity and sport.</p>	<p>Reception pupils to be able to balance on a bike by the end of the year, leading into moving on to using a bike with pedals, both for balancing and cycling as they move through school, building on the first key skills.</p> <p>Yoga to allow all children to engage with exercise and mindfulness as part of PE provision.</p> <p>Target groups of children who will benefit from sensory PE sessions.</p>	<p>£1,300 for Tots On Tyres CPD for lead teachers, including 6 balance bikes &amp; helmets.</p> <p>£900 for yoga CPD for 9 staff.</p> <p>£400 for boxercise equipment.</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
Introduce lunchtime sport sessions/activities for pupils.	Children are more involved in sports activities at lunchtimes – having the classes on a rota meant that all children were able to access the sports coaching, with a focus on those children who are reluctant to engage in sports usually. The coaches included less traditional activities to encourage these children to take part.	Next year, a further development regarding lunchtime active time is to be driven forward.
Introduce after-school sporting activities for pupils.	A wide range of clubs were offered in Autumn term, provided by out of school coaches to increase the range of sporting experiences. This allowed a wider range of children to access sports provision and increased the amount of participation for SEND children. Spring and Summer terms had a number of sports clubs run by school staff, as well as a sports coach from Key PE. Sports competitions were entered and through this more children were able to engage competitively.	In the coming year, more competitions will be entered – staff family bereavements impacted on being able to take children to all those which were hoped for.

<p>CPD for teachers.</p>	<p>Teaching staff's confidence is increased and they are now able to assess children's performance accurately. Increased confidence in teaching has led to higher quality delivery of PE – one teacher had weekly input with the PE coach and is now in a position of strength, moving forward with PE.</p> <p>Lessons are planned well and the content of lessons is greatly improved since the beginning of the year.</p>	<p>Staff are able to teach high quality PE and there will be ongoing opportunities for CPD throughout the year.</p>
<p>Hire swimming pool for 3 week intensive courses for catch up swimming. Include CPD for teaching staff for swimming and water safety.</p>	<p>To combat the lack of swimming which was possible during the Covid years, when this Year 6 cohort would have had their core swimming time, funding was used for top up swimming for Years 5 &amp; 6.</p> <p>95% of children can now self-rescue, 82% are water confident and 77% can swim at least 25 metres unaided.</p> <p>Due to the large amounts of water sources in the local area, water safety is key and staff needed some additional CPD regarding water safety lessons. This has then been shared with the children and a series of water safety lessons have been built into the PE curriculum time.</p>	

<p>Introduce sporting activities which engage a wider range of children.</p>	<p>The range of sports available in both sports clubs and in the PE curriculum has engaged more of the reluctant learners. Putting a focus on developing skills, rather than specific sports, such as football/netball matches, has enabled more children with SEND to play an active part and created greater balance between higher and lower achievers.</p>	<p>A focus on including a range of sporting activities will continue next year, in order to engage as many children as possible.</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>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	77%	<i>We had the swimming pool onsite so all Year 6 children were able to access swimming – this cohort had missed out on core swimming time due to Covid and so the percentage increased from 45% to 77% over 2 weeks.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	77%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>95%</p>	<p><i>This has been a focus for our children due to a large amount of water sources in the local area.</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</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>	

Signed off by:

Head Teacher:	<i>Donna Higgens</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Lucy Studholme – PE Lead</i>
Governor:	<i>Liam Noon – Chair of Governors</i>
Date:	<i>23/07/2024</i>