



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">o Community coaches were employed to deliver additional after-school clubs and provide further opportunities for pupils to enhance curriculum delivery. Additional provision provided included, multi-skills sessions, fitness activities, Football Coaching, Rugby Coaching from Barrow Rugby, Karate and Yoga for Children. These were delivered both before and after school.o Clubs offered to support School Games competitions and increase the participation for the least active and transitional points with all year groups and abilities catered for.o New resources bought to support new curriculum areas being within PE.o Resources replenished to support PE lessons and after-school sporting clubs.	<p>This supported us in providing a wide range of opportunities for the children, some of whom explored pathways to sport outside school.</p> <p>Attended events specifically aimed at SEND or less active pupils. Children enjoyed these and the feeling of representing our school.</p> <p>Basic equipment replaced, supporting provision of quality lessons.</p>	

<ul style="list-style-type: none"> o Website subscription renewed to support planning, delivery and assessment of curriculum PE. o PE staff attended network meetings to promote involvement in competitive and non-competitive events. o School involvement in competitive and non-competitive competitions increased which included local, county and national competitions. • Outdoor resources were purchased and timetabled to promote active lifestyles throughout the school day and during break-times. o 'Walk to School' agenda promoted along with active travel through Street Tag to increase fitness levels within the local community outside of school hours. o Waterpark day visit for Year 5 subsidised to support experiences within Outdoor Education. o Transport provided to external events to ensure all children can access local and County competitions. o CPD delivered to all teaching staff to support the delivery of the curriculum. 	<p>Subscriptions renewed to support teaching and learning in Orienteering and dance.</p> <p>PE subject leader organized children attendance at multiple events, based on these meetings.</p> <p>School attended competitions and off-site experiences in football, basketball, Inclusive sports, orienteering, swimming, cricket and athletics.</p> <p>Outdoor learning held in high regard by the children. Regular timetabled lessons proved popular with the children and supported in developing their interpersonal skills, including resilience when faced with British weather.</p> <p>Supported in raising families activity levels in the wake of COVID.</p> <p>All children attended.</p> <p>Children attended events in activities as listed above.</p> <p>Staff supported in common areas of perceived need for development.</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
<i>To provide CPD to staff by hiring high quality coaches to deliver sessions to children.</i>	<i>Children- Benefit from high quality sport coaching. Staff- CPD.</i>	<i>Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport. Key Indicator 4: Broader experience of a range of sports and physical activities offered to all pupils.</i>	<i>Greater staff confidence in areas of need. More children encouraged towards the extra-curricular pathways.</i>	<i>£1000</i>
<i>To support SEND children's access to extra-curricular clubs.</i>	<i>Children- SEND children have more opportunities to be active.</i>	<i>Key Indicator 2: Engagement of all pupils in regular physical activity</i>	<i>Greater uptake in clubs from children on SEND register.</i>	<i>£1000</i>
<i>Update orienteering maps, course, planning and staff training.</i>	<i>Children- High quality orienteering course and resources resulting in quality teaching. Staff- Increased knowledge</i>	<i>Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport Key Indicator 2: Engagement of</i>	<i>Increased confidence in both teachers and learners. Participation in</i>	<i>£1000</i>

<p>To develop the PE curriculum for SEND children by introducing Sensory Circuits.</p>	<p><i>and ability to reach active learning objectives easily.</i></p> <p>Children- Provide opportunities which contribute to their physical and emotional development.</p> <p>Staff- Greater understanding of how PE can be used to benefit children and their specific needs.</p> <p>Subject Leader- Sensory Circuits course to enhance provision.</p>	<p><i>all pupils in regular physical activity</i></p> <p><i>Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</i></p> <p><i>Key Indicator 4: Broader experience of a range of sports and physical activities offered to all pupils.</i></p> <p><i>Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</i></p> <p><i>Key Indicator 2: Engagement of all pupils in regular physical activity.</i></p>	<p><i>Furness Network orienteering competition.</i></p> <p><i>More children meeting Chief Medical Officer's recommendation of 60 active minutes per day.</i></p> <p><i>More SEND children participating in structured physical activity.</i></p> <p><i>Improvement in coordination and stamina.</i></p> <p><i>Contribution towards greater emotional regulation.</i></p>	<p>£1000</p>
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<p><i>To provide high quality coaching in Gymnastics.</i></p>	<p><i>Children- High quality coaching targeting 2 groups of children; those who are enjoying participating and those who have skills to compete with other schools.</i></p>	<p><i>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</i></p> <p><i>Key Indicator 4: Broader experience of a range of sports and physical activities offered to all pupils.</i></p> <p><i>Key indicator 5: Increased participation in competitive sport.</i></p>	<p><i>All children offered a 6 week block of gymnastics and will return to the club in each year of school.</i></p> <p><i>Gym teams competing in Key Steps Competitions.</i></p> <p><i>Teams show-case their talent to inspire other pupils to try gymnastics.</i></p>	<p><i>£1500</i></p>
<p><i>To provide subject leader support to support less experience staff members.</i></p> <p><i>To develop PE assessment.</i></p>	<p><i>Staff- Less experienced staff supported in their perceived areas for development.</i></p> <p><i>Subject leader- Network meetings and courses to increase knowledge and confidence.</i></p>	<p><i>Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</i></p> <p><i>Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</i></p>	<p><i>Staff feel more confident which impacts on children's experiences.</i></p> <p><i>Assessment in line with that for all foundation subjects, allowing ease of use for staff.</i></p> <p><i>Use of networking to share resources, expertise and provide</i></p>	<p><i>£8500</i></p>

*opportunities for
children.*

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
To provide CPD to staff by hiring high quality coaches to deliver sessions to children.	Children have enjoyed coaching in Dance, cricket and yoga. Staff have benefitted from CPD in these sessions.	Staff questionnaire showed a need for some of these sessions lower down the school.
To support SEND children's access to extra-curricular clubs.	Children from our SEND register have attended every club.	
Update orienteering maps, course, planning and staff training.	Enthusiasm re-ignited in staff. Plan of action created to embed the skills throughout school. Plethora of cross-curricular lessons available and to be used to increase active learning minutes.	Impact will be more evident moving forward as this becomes more embedded in our curriculum.
To develop the PE curriculum for SEND children by introducing Sensory Circuits.	Introduction of Sensory Programme for 30 mins per day, in the place of a weekly PE lesson has had a significant effect on our Nurture unit. In September 25% of class were persistent PE refusers, for various reasons linking to their specific needs. Now all children take part in the activities every day. It has contributed, along with other strategies to increased self-regulation in many of our pupils.	This has provided a great corner-stone from which to further develop the PE curriculum for our SEND children.

<p>To provide high quality coaching in Gymnastics.</p> <p>To provide subject leader support to support less experience staff members.</p> <p>To develop PE assessment.</p>	<p>All children who wishes to try gymnastics were able to.</p> <p>Our team came 6th in the area in the 2024 Key Steps competition. Children were committed to their training and proudly represented our school.</p> <p>Staff member reported feeling more confident in their teaching, moving forward.</p> <p>Assessment system in-line with whole school approach and can be easily managed.</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?	69 %	<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]?	67 %	<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>

<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>Water-based lesson provided by The Park Leisure Centre, staff reinforced this learning in the classroom and in an assembly as part of Drowning Prevention Week.</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>A 6 week Top Up Swim programme raised the percentage of children who could swim 25m from 30% to 69%</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>	<p>The Park Leisure Centre will only allow swim teachers who are qualified to level 2 to coach on their premises. School staff are, however, present at each lesson and are learning this way.</p>

Signed off by:

Head Teacher:	<i>(Name)</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>(Name and Job Title)</i>
Governor:	<i>(Name and Role)</i>
Date:	