



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
Employ S4YC to ensure that ALL pupils are engaged in regular high quality physical activity. Teachers to deliver National Curriculum PE weekly.	Assessment on IPEP All classes reported 100% participation in PE lessons and other physical activity. Pupil Voice shows that children are enjoying PE and understand its importance. They feel safe in PE and know what they have done well and how they can improve. Lesson observations by both S4YC and PE leads showed that there was a progression of skills and structured teaching resulting in high attainment of children achieving the expected.	Staff have used sessions with S4YC as CPD to ensure the continuation of high-quality PE lessons which engage ALL children and encourage participation. Children have a good understanding of the importance of physical activity as part of a healthy lifestyle. Children are developing fundamental skills which they can continue to build upon. The long term plan put in place allows for prior knowledge to be built upon and the progression of skills throughout the school
Offer a longer period of Swimming Sessions for children in Years 5 to increase the number of children achieving the 25m expectation within the normal curriculum lessons.	The confidence of non-swimmers has increased dramatically with children moving out of the non-swimmers' group over the period of the sessions. In February, we had 9 non-swimmers. In July we	Continue to offer longer periods of swimming lessons to Year 5 children to increase the confidence of non-swimmers and increase the number of Year 6 children achieving the national expectations of 25m

<p>Purchase new equipment to develop a wider range of sports and activities available to pupils both during, before and after school to encourage and engage pupils in regular physical activity. New equipment will also enhance the quality of lessons delivered by staff.</p>	<p>have 1 non-swimmer. Assessment in week 1 reported that 5 children could swim 25m. Assessment on the final week reported that 23 children can now swim 25m.</p> <p>Children are more active during lessons as there is enough equipment for all children to be involved. Wider range of lessons and clubs can be delivered with equipment on offer, for example, dodgeball. Playtime boxes have been made available so that equipment is easily accessible to promote active playtimes and lunchtimes.</p>	<p>Children making being active part of their daily routine which builds healthy lifestyle habits and choices. Children are accessing a wider variety of active sports and experiences allowing them to find the physical activity they enjoy to encourage them to become confident taking part in daily physical activity</p>
<p>Organise a whole-school celebration day for PE, Sports and PSHE</p>	<p>100% of children were given the opportunity to take part in a whole intra-school celebration/competition. Offering both individual and team events allowed all children to gain points for their team and feel a sense of belonging. It promoted self-esteem, resilience and fair-play. Parents were invited to attend the event which</p>	<p>The event can be ran annually as a culmination of the years. Based on staff, children and parent feedback, we will continue to offer both individual and team events.</p>
<p>Staff to work alongside S4YC for CPD. Staff to become more confident in delivering high quality PE lessons in all areas.</p>	<p>Teachers are confident in delivering high quality PE lessons. Teachers have been able to work alongside S4YC and gain CPD in the areas they are not as confident with. Children are receiving high quality, engaging PE lessons from both an outside coach and their own class teacher. Progression both within year groups and across school is evident.</p>	<p>Teachers are more confident in delivering high-quality PE lessons. Teachers have gained experience in delivering lessons in a wider range of activities. Children are developing fundamental skills which are then built and progressed through school.</p>
<p>Introduce IPEP to all staff as a tool for planning and assessment.</p>	<p>Allowed continuity between S4YC and teacher led sessions. Ensures prior knowledge is built on and allows for</p>	<p>Teachers have become more confident in the delivery and assessment of PE. Assessment can be tracked, and progression monitored.</p>

<p>Identify target children(e.g. disadvantaged children, children with mental health/self-esteem concerns, inactive children) and offer lunchtime clubs through S4YC to these children to broaden their experience of a wider range of sporting activities.</p> <p>Offer a broad range of clubs to offer children sporting activities they would not normally get chance to do.</p>	<p>progression across the school. Ensure high-quality, engaging PE lessons are being taught. Assessment is all in one place and children’s development and progress and be easily tracked. Improved confidence of staff and has given them the opportunity to teach different sports.</p> <p>Target children have had experience of</p> <ul style="list-style-type: none"> - developing fundamental skills which then allows them to be more active. - Disadvantaged children have been able to attend a sports club which they would not otherwise have been able to attend. - Inactive children have been exposed to a wide variety of playground activities and games which they can then use themselves with their friends to encourage active playtimes. <p>Clubs offered</p> <p>Football Multi-sport Fitness Yoga Dodgeball Dance Judo Tennis Cricket Fencing</p>	<p>Children have developed fundamental skills and ideas and have gained experience of a variety of sporting activities which they can use to stay active at playtimes or give them the confidence to join in sporting clubs and activities both in and out of school.</p> <p>Some of these clubs have been used as CPD for staff to enable the offer of these clubs to continue.</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
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<p>Employ S4YC to work in partnership with school staff to continue to deliver high quality PE alongside effective assessment.</p>	<p>Staff to be more aware of PE objectives and level of attainment in their class. Children.</p>	<p>Key 1 – Increased confidence, knowledge, and skills of all staff in teaching PE.</p> <p>Key indicator 2 -The engagement of all pupils in regular physical activity</p> <p>Key indicator 3 – The profile of PE is raised across the school as a tool for whole school improvement.</p>	<p>All classes reported 100% participation in PE lessons and other physical activity. Pupil Voice shows that the children are happy and physically active. The understand the importance of physical activity. They feel safe in PE and know they have an adult in school they can talk to if something is worrying them. Lesson observations by both S4YC and PE leads show progression of skills across the unit.</p>	<p>£7280</p>
<p>Employ KICK to offer a broader experience of a range of sports particularly dance which has been identified as area for development. KICK to carry out well-being sessions using sport as a tool to increase confidence and self-esteem.</p>	<p>All key stage 2 children and staff.</p>	<p>Key 1 – Increased confidence, knowledge, and skills of all staff in teaching PE.</p> <p>Key indicator 4 – Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Increased staff confidence delivering dance. Offered children the opportunity to take part in dance styles they have never tried before. Children identified by staff and from pupil voice received well-being session based around confidence and self-esteem.</p>	<p>£3780</p>
<p>Use Kobocca survey to provide a staff and pupil voice about feelings and experience</p>	<p>Children</p>	<p>Key indicator 3 – The profile of PE is raised across the school as a tool for whole school improvement.</p>	<p>Results of pupil and staff survey have been used to make decisions on how we spend</p>	

<p>of PE in school. Use results from the survey to target provision.</p>	<p>Staff</p>		<p>funding and next steps to be taken. For example, KICK employed, targeted clubs, longer swimming period, introduction of cross-curricular orienteering.</p>	
<p>Offer a longer period of Swimming Sessions for children in Years 5 to increase the number of children achieving the 25m expectation within the normal curriculum lessons.</p>	<p>Year 4 and 5 children</p>	<p>Key indicator 2 -The engagement of all pupils in regular physical activity</p>	<p>22/25 children achieved KS2 expectations of swimming 25m on either front or back. We took the opportunity to send Year 4 children also for half a year. Due to the number of non-swimmers, Year 4 were split into 2 smaller groups swimming every other week. This has proved extremely beneficial to the children with children making great progress. All children are now in the pool without armbands and are jumping in.</p>	<p>Coach £5440 Instructors £1000</p>
<p>To buy into Halton School Games package.</p>	<p>All children</p>	<p>Key Indicator 5 – Increased participation in competitive sport.</p>	<p>This has not really had the impact we had hoped for. We have only attended the swimming gala. This has been due to staffing but also children not wanting to take part in extra activities offered to prepare children for events.</p>	<p>£545</p>
<p>Introduce cross – curricular orienteering across the school to provide CPD for staff in OAA and to help towards promoting 30 minutes daily physical activity.</p>	<p>All staff All children</p>	<p>Key 1 – Increased confidence, knowledge and skills of all staff in teaching PE. Key indicator 2 -The engagement of all pupils in regular physical activity</p>	<p>All staff trained to deliver</p>	

Yoga Day	All staff All children	<p>Key indicator 3 – The profile of PE is raised across the school as a tool for whole school improvement.</p> <p>Key indicator 4 – Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key 1 – Increased confidence, knowledge and skills of all staff in teaching PE.</p> <p>Key indicator 3 – The profile of PE is raised across the school as a tool for whole school improvement.</p> <p>Key indicator 4 – Broader experience of a range of sports and activities offered to all pupils.</p>	<p>orienteeing session across the curriculum. Course is permanent and therefore sustainable. Makes learning active across the curriculum putting health and well-being at the core of learning. It is fun and children have been really engaged. Staff have reported that children who normally struggle to focus in the classroom have thrived during these lessons. KS2 children have been trained as young leaders to deliver orienteeing at lunchtimes.</p> <p>Staff took part in these session as part of CPD. Yoga improves children’s emotional regulation and boosts self-esteem. Children gained experience of a sport they may not normally get the opportunity to take part in. Staff took part in these sessions as CPD. It gave children the opportunity to experience a sport they would not normally access. After positive feedback from both children and staff, we offered Fencing as a breakfast club and 6 children attended.</p> <p>Children are more active during lessons as there is enough</p>	<p>£4400</p> <p>£200</p> <p>£300</p>
Fencing	All staff All children	<p>Key 1 – Increased confidence, knowledge, and skills of all staff in teaching PE.</p> <p>Key indicator 4 – Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Staff took part in these sessions as CPD. It gave children the opportunity to experience a sport they would not normally access. After positive feedback from both children and staff, we offered Fencing as a breakfast club and 6 children attended.</p> <p>Children are more active during lessons as there is enough</p>	<p>£200</p> <p>£300</p>

Equipment	All staff All children	Key indicator 2 -The engagement of all pupils in regular physical activity Key indicator 4 – Broader experience of a range of sports and activities offered to all pupils.	equipment for all children to be involved. Wider range of lessons and clubs can be delivered with equipment on offer. Playtime boxes have been made available so that equipment is easily accessible to promote active playtimes and lunchtimes.	£1320.03
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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
IPEP planning embedded across the school.	<p>Allowed continuity between S4YC and teacher led sessions.</p> <p>Ensures prior knowledge is built on and allows for progression across the school.</p> <p>Ensure high-quality, engaging PE lessons are being taught.</p> <p>Assessment is all in one place and children's development and progress can be easily tracked.</p> <p>Improved confidence of staff and has given them the opportunity to teach different sports.</p>	<p>Teachers like having structured planning to work from which ensures progression through each year group as well as through the school. We are starting to see the impact of this progression and the build-up of skills is evident.</p>
<p>Sustained periods of swimming for Year 4 and Year 5. Both year groups swam for half a year.</p>	<p>Started their swimming sessions with 3/27 children being able to swim 25m and 11/27 children being non swimmers. By the end of the block of lessons 22/27 children achieved 25m and we no longer had any non-swimmers.</p> <p>Year 4 started their swimming lessons with 18/29 children being non-swimmers and therefore we had to split the class in half to attend swimming lessons. We have ended the block of swimming with just 11 non-swimmers. The whole class will continue with swimming lessons in September and work towards all children swimming and achieving their 25 m.</p>	<p>The impact of sustained swimming has clearly been evident. We will continue with this next year.</p>

Introduce cross – curricular orienteering across the school to provide CPD for staff in OAA and to help towards promoting 30 minutes daily physical activity.

All staff trained to deliver orienteering session across the curriculum. Course is permanent and therefore sustainable. Makes learning active across the curriculum putting health and well-being at the core of learning. It is fun and children have been really engaged. Staff have reported that children who normally struggle to focus in the classroom have thrived during these lessons. KS2 children have been trained as young leaders to deliver orienteering at lunchtimes.

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?	82%	All year 6 children swam in Year 5. We are lucky enough to have access to a local 25m pool and two qualified swimming teachers provided by the local authority teach lessons. Two members of staff attend from school each week and assist alongside the instructors. Children attended swimming lessons for a term and a half (this included National Curriculum swimming and top-up swimming lessons)
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	57%	We had a lot of children that achieved 25m using one stroke but struggled to use all strokes effectively.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>% 96</p>	<p>All children attended water safety lessons and were taught effective self –rescue. These lessons were carried out at the pool by two qualified swimming instructors.</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>In previous years children have had 6 weeks swimming lessons as part of the National Curriculum and 3 weeks top-up lessons. This year children swam for a term and a half (which included National Curriculum lessons and top-up lessons) This had a great impact seeing our highest percentage of children achieve the national expectations.</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>	

Signed off by:

Head Teacher:	<i>Rachel Tainsh</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Hannah Skitt</i>
Governor:	<i>Theresa Worrall</i>
Date:	11/07/24