



# 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
Children were offered a variety of After School Clubs that gave them a vast amount of experiences and opportunities. These consisted of whole school ASC's, KS1 ASC's, KS2 ASC's and girls ASC's.	We saw an increased participation in extracurricular clubs with some being free of charge. This included PP and SEND children. The girls ASC's ran at full capacity.	Clubs offered included KS1 multiskills, tennis, badminton, football, girls football, cheerleading, tennis, dodgeball, basketball, Allstars/Dynamos cricket, netball, crown green bowling, golf, rounders, handball, judo and futsal.
Recognised increased sports provisions by reviewing and applying for School Games Mark.	School Games Mark Platinum award has been achieved for the 3 <sup>rd</sup> successive year. This shows that we have maintained and grown our school's engagement in the School Games and enforced our commitment to PESPA. Our staff are committed to the delivery of 2 hrs. of PE per class each week which covers the full national curriculum. We have created positive experiences for our pupils by ensuring physical activity and competition provision is designed	School Games Mark Platinum award has been achieved for the 3 <sup>rd</sup> successive year.

	to reflect the motivation, competence and confidence of our pupils, has a clear intent; a focus on transition points; creates positive experiences to support character development of targeted young people.	
<p>Provided top-up swimming lessons for those children who did not achieve 25 m during curriculum swimming.</p> <p>Year 6 also completed 2 weeks of Swim Safe.</p>	<p>87% of children from Years 1-6 (87 pupils) can swim competently, confidently and proficiently over a distance of at least 25 m or more.</p> <p>16 children in Year 6 successfully completed safe self-rescue in different water-based situations.</p>	<p>By providing top up swimming lessons, we only have 6% of children in KS2 who are not confident at swimming 25m.</p> <p>100% of children in Year 6 can swim 25m or more.</p>
<p>Embedded physical activity into the school day through encouraging active travel to and from school.</p>	<p>16 children from Year 6 completed Level 1 Bikability course.</p> <p>15 children successfully completed their Level 2 Bikability course; preparing the children for short journeys such as cycling to school.</p> <p>Wheely Wednesday is now in its second year and it is now well embedded throughout the school. This encourages all pupils to travel to school on scooters and they are given the opportunity to use their scooters at breaktimes.</p> <p>The Daily Mile is well established throughout the school. Science has long proven the importance of being physically active in helping our bodies and minds stay healthy. We feel that the daily mile has a positive impact on children's health, wellbeing and learning.</p> <p>We introduce balance bike sessions in reception. Not only is this developing one of the most crucial skills of riding, but it can</p>	<p>The children really enjoy taking part in these activities. In Bikeability, new skills were learnt.</p>

	improve motor and cognitive skills, boost confidence, encourage outdoor play and give the children the skills needed to start pedaling on their own.	
Audited and purchased, where necessary, playground equipment and resources to promote physical activity and games. Monitored playtime and lunchtime activities to ensure continued interest and participation.	Children are aware of the importance of health and wellbeing and what they can do to be more physically active. Observations and monitoring by PE leader, lunchtime staff and outside agency have shown an increased participation and engagement in physical activity and games at break and lunch times. Children make informed choices at lunchtimes by using the equipment provided to play games and make-up games which helps with their social skills.	From feedback, we will continue to use an outside agency for 3 lunchtimes through the week targeting specific groups and we will investigate introducing playground leaders to further maximise active learning.
Participated in projects focusing on using movement and embedding knowledge.	<p>Head to Toe is a new and exciting research project, which explores different ways of working within education – in a different learning environment, a different area of the curriculum and through a different relationship with teachers. The programme looks into how the body and environment can play its part. Pupils are encouraged to understand their own learning styles and preferences, to be inquisitive and creative.</p> <p>Whole school Health and Wellbeing Week included Yoga, Healthy Heads workshops, Healthy Market Place, Wellbeing Walk &amp; Picnic Lunch and a Wyre &amp; Fylde Workshop focusing on team building and resilience.</p>	<p>As pupils' autonomy is developing, they are finding new ways to access learning and teachers are noticing improved retention of knowledge by exploring it more physically and creatively. The programme so far, has allowed us to explore key curriculum topics within English and Maths, including place value, narrative writing, report writing and word class and grammar.</p> <p>This helped to raise awareness of the importance of wellbeing, and gave pupils the resources and strategies to help support their own:</p> <ul style="list-style-type: none"> <li>• mental health</li> <li>• physical health</li> <li>• digital safety</li> <li>• feelings of emotional safety</li> <li>• having a sense of purpose,</li> </ul>

		achievement, and success.
Children had access to high quality equipment and resources during every PE lesson.	<p>All PE lessons are taught by class teachers. Children are fully engaged with a clear progression of skills taught across all year groups. Children are encouraged to work in pairs/groups to allow peer coaching.</p> <p>Equipment audit by PE leader and linked to plans on PE Passport. No PE lessons are cancelled due to the lack of equipment</p>	<p>PE grant to be used where necessary to ensure all PE lessons are well resourced.</p> <p>Due to all lessons having a greater emphasis on physical literacy, we see all children showing a greater consideration and kindness towards each other whilst working collaboratively in a sporting manner.</p> <p>All lessons are fully resourced leading to greater participation and active learning.</p>
To continue to improve PE, school sport and physical activity in school. To develop and maintain school staff confidence in PE – up skilling staff ensuring subject knowledge of teachers is strong.	<p>Teachers continue to extend children’s learning by explicitly teaching subject specific vocabulary and making links to prior learning. Focus on Staff CPD and developing a culture of physical activity within our school. PE lead attended the Wyre and Fylde Conference and kept up to speed with updates. PE lead kept up to date through AfPE - PESSPA Staff including support staff attended CPD to further their own subject knowledge. This included:</p> <ul style="list-style-type: none"> <li>• differentiation in PE</li> <li>• using the PE Passport</li> <li>• delivering the PE scheme of work (all staff), *getting to grips with PE at KS1</li> <li>• delivering the KS2 curriculum and meeting the needs of your pupils.</li> <li>• KS2 Netball</li> </ul>	<p>The focus is on staff CPD and developing a culture of physical activity within school.</p> <p>To maintain the quality of provision for physical development in EYFS and in KS1.</p>
Created stronger links with external community	Year 4 pupils attended Education without	To continue to promote transition into

<p>clubs – making children more aware of the different opportunities to attend clubs, teams and physical activity – promoting transition in sporting clubs.</p>	<p>boundaries at the Emirates Old Trafford Cricket ground.          HLTA supported Year 6 female pupil who is under contract with the MUFC girls Academy. Pupils attend sporting competitions at AFC Fylde Foundation, Kirkham Cricket Club, Fylde Rugby Club encouraging partnerships for future transition into local clubs.          School is very active in promoting local sporting clubs and mailshots from the following are distributed to families and pupils:</p> <ul style="list-style-type: none"> <li>• AFC Fylde Foundation</li> <li>• Kirkham Cricket Club</li> <li>• Warton Junior Badminton Club</li> <li>• Lancashire Cricket Foundation Cricket Camps</li> <li>• Kirkham Junior Football League</li> <li>• AFC Fylde Foundation Activity Camps</li> <li>• Lytham St. Annes YMCA FC Girls</li> </ul>	<p>sporting clubs.</p>
<p>Forest School is embedded across both Key Stages</p>	<p>We have found that our children are stimulated by the outdoors increasing confidence and self-belief, learning capacity, enthusiasm, communication and problem-solving skills as well as their emotional well-being.          Pupils are physically active a lot of the time and their stamina improves as they go through their Forest School sessions. As the children gain confidence and improve their self-esteem this then impacts on their emotional and mental well-being.</p>	<p>Assists with the development of healthier and active lifestyles.</p>

## Key priorities and Planning

This planning template will allow schools to accurately plan their spending. Schools Allocation: **£16,920 (£4,022.26 used to repay 2021 - 2022 overspend) 2022 - 2023 budget available £12,897.74**

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
Continue with CPD opportunities for teaching staff and TA's.	High quality PE lessons – 2 lessons a week for each class. Delivered in line with other subjects (vocab, in the moment feedback, adaptive teaching etc) CPD will support this.	<p>Key Indicator 1: Increased confidence, knowledge and PE skills of all staff in teaching PE and sport.</p> <p>Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</p>	<ul style="list-style-type: none"> <li>Teachers will be more confident to deliver effective PE lessons which in turn will support pupils undertake extra activities inside and outside of school.</li> <li>Staff will develop a better understanding and knowledge of PE.</li> <li>Improves PE Lead's knowledge and understanding.</li> <li>PE lessons are taught to a good standard.</li> </ul>	<p><i>SSP Conference - £250.00</i></p> <p><i>£2,000.00 - CPD</i></p>



			<ul style="list-style-type: none"> <li>PE Lead kept upto date by engaging with the Wyre and Fylde Schools Sports Partnership and AfPE.</li> </ul>	
Audit of outdoor provision in EYFS.	To develop physical literate EYFS and KS1 children.	Key Indicator 2: Engagement of all pupils in regular physical activity.	<p>Look at trikes, large scale building equipment, balancing equipment, outdoor number and phonic equipment.</p> <p>Ask subject leads is there anything they need for their subject to move learning out doors rather than their classrooms.</p>	<p><i>Balance Bike sessions - £250.00</i>  <i>£1,895.84 – outdoor provision</i></p>
Sports Day for all pupils.	Pupils as they will be participating at a top class venue. All staff as they will be supporting.	<p>Key Indicator 2: Engagement of all pupils in regular activity.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<ul style="list-style-type: none"> <li>All year groups are given the opportunity to participate in Sports Day.</li> <li>All pupils experience competition in a fun and safe</li> </ul>	<p><i>£250.00 – AFC</i></p> <p><i>£91.90 medals etc</i></p>

			environment.	
Top up swimming and water safety lessons.	For children in KS2 who are not at National Curriculum required standards. These are identified through constant assessments every year. Swimming instructors and school staff.	Key Indicator 2: Engagement of all pupils in regular activity.  Key Indicator 3. The profile of PE and sport is raised across the school as a tool for whole school improvement.	To continue to have an above average percentage of children leaving us achieving the National Curriculum expectation for swimming and water safety.	£1,040.00
Continue to embed physical activity into the school day. Continue to encourage active travel to and from school – Year 6 Bikeability	Pupils and staff as they will be participating. Use Head to Toe resources – introducing at least one outdoor learning opportunity a week into planning. Wheely Wednesday to continue. Active walks The Daly Mile Bikeability Level 1 & 2 for Year 6 children	Key Indicator 1: Increased confidence, knowledge and PE skills of all staff in teaching PE and sport.  Key Indicator 2: Engagement of all pupils in regular activity.  Key Indicator 3. The profile of PE and sport is raised across the school as a tool for whole school improvement.  Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	<ul style="list-style-type: none"> <li>Year 6 children completing their Level 1 &amp; 2 Bikeability Course. This prepares and encourages children to travel to school by bikes and also improves their general cycling skills.</li> <li>More children are engaging with Wheely</li> </ul>	

			<p>Wednesday, encouraging children to scooter to school.</p> <ul style="list-style-type: none"> <li>• All classes take part in the Daily Mile having a positive impact on children's health, wellbeing and learning.</li> <li>• Active Walks around the local vicinity – helps with social development, improves fitness and pupils are having regular physical activity.</li> </ul>	
Inter school competitions	<p>Pupils as they will be participating.</p> <p>PE Assistant Lead – organizing and arranging competitions as per PRIMARY SCHOOL SPORT PARTNERSHIP Kirkham &amp; District</p>	<p>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key Indicator 5: Increased</p>	<ul style="list-style-type: none"> <li>• Increase of competitive sport available enabling a larger number of children</li> </ul>	£425.00



<p>sports clubs and experiences that the school provides.</p>	<p>delivering some of the sessions.</p>	<p>experience of a range of sports and activities offered to all pupils.</p>	<p>clubs. Some clubs are free of charge.</p>	<p>£5850.00</p>
<p>Create stronger links with external community clubs.</p>	<p>Pupils as they will be participating.</p>	<p>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Children are aware of the different opportunities to attend clubs, teams and physical activity in their local area. Strong ties are embedded with local sport clubs to aid transition of children into sporting clubs.</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

## 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?	100%	There are 16 pupils in our Year 6 cohort. 6 pupils attended a further 10 weeks of catch up swimming sessions to help achieve 100%. These pupils had been identified previously through assessments. As we have a clear and defined process in place, these pupils attended catch up swimming lessons the previous 2 years to enable them to succeed.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	100 %	We put a firm emphasis in providing curriculum lessons for our Year 1 and 2 pupils. This enables us to put in place catch up swimming lessons for those pupils that do not meet the standard requirements after assessments are carried out.



<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>Use this text box to give further context behind the percentage.</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>No</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>No</p>	

Signed off by:

Head Teacher:	Louise Freeman
Subject Leader or the individual responsible for the Primary PE and sport premium:	Clare Ashton – Subject Lead Ann Gilfoyle – Assistant Subject Lead
Governor:	Mr Ged Lawrenson – Chair of Governors and PE
Date:	30/07/2024