



# 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.

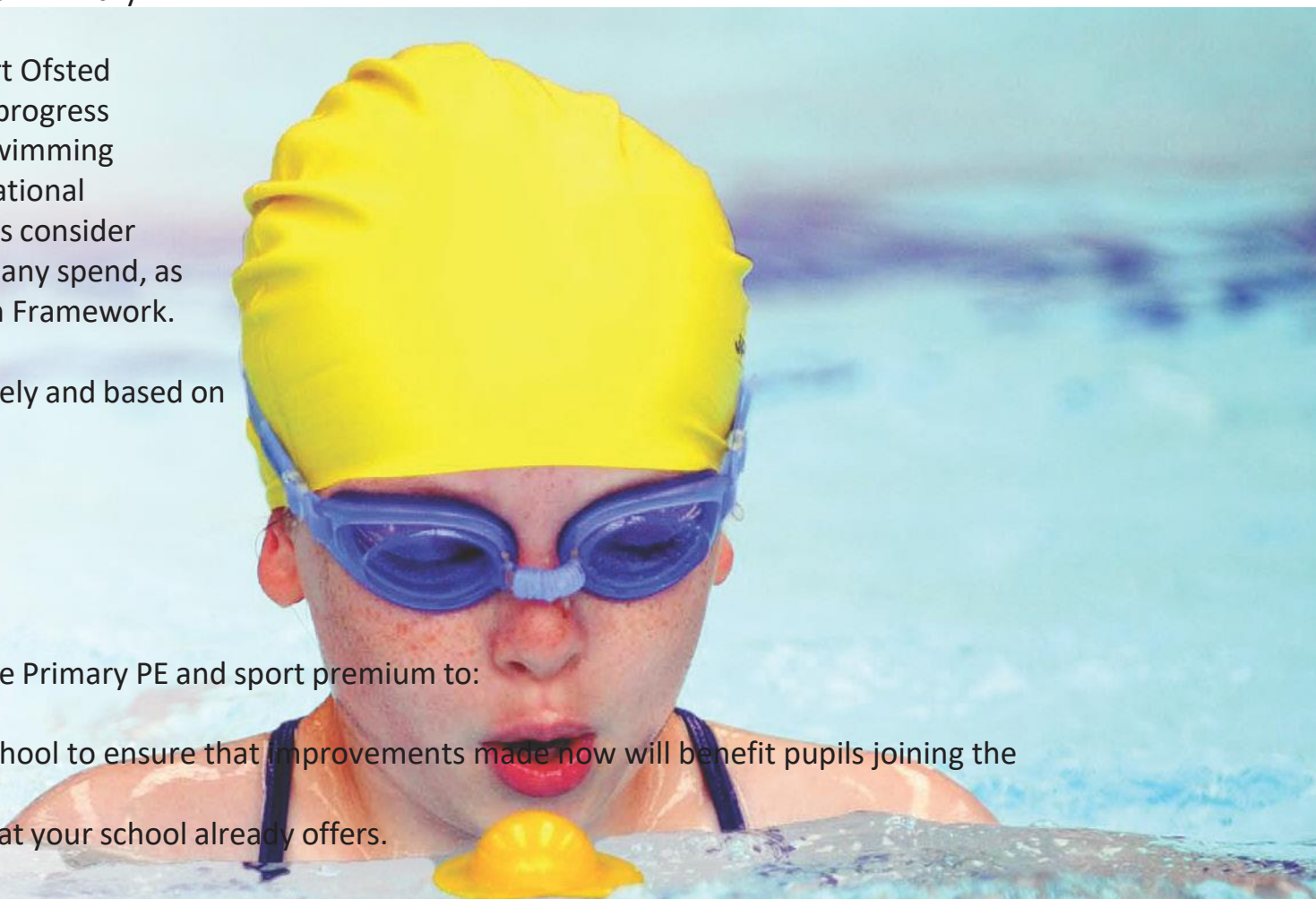
It is important that your grant is used effectively and based on school need.

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
Purchase of indoor and outdoor play equipment to further enhance gross motor skills and engagement in physical activity. Develop Forest Schools area to engage pupils in outdoor learning. Access additional training by HLTA to enable her and school staff to lead & deliver a PE lunch time club programme. Purchase updated Lancashire EYFS,KS1/2 PE SOW & curriculum for PE. Access ongoing additional LA Physical Education training for 1 HLTA & 1 Teacher. Access Forest Schools level 3 training for HLTA and Level 2 Forest School for an additional TA, so that she can deliver an outdoor curriculum for pupils LCC SLA training on PE Passport App. PE lead attended the following LCC course: o Swimming o Gymnastics All staff had training on Teaching KS1 PE. LCC PE consultant to work with PE lead on curriculum	All pupils have taken part and have access to physical exercise throughout the day. Pupils enjoying regular sustained physical activity over regular weekly sessions of forest school. Pupils have demonstrated an improved physical resilience & confidence when participating in adventurous outdoor activities. Improved staff confidence, knowledge and skills in teaching outdoor activities by working alongside an experienced Forest Schools Trainer Staff skills/confidence in teaching & provision of PE has improved – more able to sustain quality PE teaching using PE Passport Staff more confident to run a PE club. Staff are more confident in teaching music/movement/dance. We have raise the profile of music/movement/dance across	The children in school have thrived using Forest School. It has promoted independence, team work and an increase in physical activity. Child initiated learning through forest school has developed the children's thinking skills, their concentration and perseverance. They are also aware of other children's ideas and are building on their listening skills. All children are accessing the trim trail and outdoor gym equipment meaning that they are physically active throughout the day. Children are happy and engaged in physical activity during break time and lunch. The training from the PE consultant has upskilled staff and given them the confidence to teach PE specifically music/movement and dance. It has been invaluable and is a constant support network for the school. Skills are continuously developed and staff are encouraged to develop this further. The PE Passport has provided a skilled, clear curriculum for all staff to follow which provides consistency across all Key Stages.

<p>development.</p> <p>Ipad purchased to cover access of pupil passport and to monitor and record assessment.</p> <p>Broader range of physical exercise for reluctant movers.</p> <p>Provide a multi-sensory approach to PE.</p> <p>Develop pupils athletic abilities and self-awareness and improve pupils capabilities in self-defense.</p> <p>Sustained physical activity over regular sessions.</p> <p>Improved resilience and confidence when trying new activities.</p> <p>Swimming sessions for EYFS – KS2</p> <p>Attend swimming sessions, increasing swimming skills and water safety.</p> <p>Provide a range of PE activities to help prepare for the transition from KS2 – KS3.</p> <p>Lunchtime PE clubs</p> <p>Attending competitive sport competitions.</p>	<p>key stages in school with staff &amp; pupils.</p> <p>PE Passport has clear planned curriculum, objectives and assessments accurate. All staff can access their classes.</p> <p>PE Lead confident in implementing swimming curriculum and has the skills to plan a gymnastics unit of progression.</p> <p>All pupils have taken part in new activities e.g. judo, archery and tennis and have thoroughly enjoyed it whilst learning a new skill.</p> <p>All pupils have been involved in physical activity including reluctant movers.</p> <p>All pupils have taken part in 2 hours of PE consistently over the academic year.</p> <p>All children have taken part in swimming sessions and covered water safety. Children's confidence in water has improved.</p> <p>KS2 children have experienced a range of different physical activities e.g. rugby, tennis, judo, gymnastics, archery, multi sports.</p> <p>All students have accessed Tennis and multi skills at lunch time.</p> <p>KS2 have attended a Kurling competition at Bolton Arena. Other competitions have been planned throughout the year.</p>	<p>The swimming curriculum has given all children at Royal Cross (EYFS – KS2) a chance to feel confident in the water and the opportunity to learn and practice water safety skills.</p> <p>Pupils are more confident and physically active having participated within a range of physical activities. Their resilience has grown and they are willing to try new sports e.g. Judo.</p> <p>All children including the least active have participated in 2 hours of PE every week for a full school year.</p> <p>Children enjoy meeting other students and competing in different events.</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
1. Extra Curricular - Lunch Clubs – PNE, Tennis	Pupils EYFS – KS2 taken part in Tennis and multisports at lunchtime.	Key Indicator 1 & 2	All children engaged and staff have been upskilled through CPD to be able to continue with the activities.	£1650
2. Pupils are more active and will increase physical activities.	Pupils	Key Indicator 1 & 2		
3. Broader experience of activities Judo, Archery, Tennis, Multi skills	Pupils and staff	Key Indicator 4	All pupils have taken part in 2 hours of PE consistently throughout the academic year.	£1650.00 £2036.00
4. CPD – CC LD – All staff trained on PE Passport, assessment and how to deliver the sessions.	CC/LD/Staff	Key Indicator 3	Children and staff have learnt and taken part in a range of different activities, learning about progression steps and how to challenge all pupils.	£785.00
5. Additional swimming throughout the year for KS1/KS2	Pupils, staff	Key Indicator 1	Increase in swimming confidence and water safety for all students from EYFS – KS2	1503.54
6. Sensory circuit resources and training	All pupils/staff	Key Indicator 1, 2 & 3	Children increase in confidence and self esteem. Enjoyment of	1795.00 + 400:00

7. PE Consultancy time	CC/LD	Key Indicator 3	<p>taking part in competitive sports. Providing access.</p> <p>Support for subject leaders regarding curriculum development and progression, deep dives, observations.</p>	£1500:00
8. Competitive sports	Pupils	Key Indicator 5	<p>An event that can be continued every year. Strong links made with the disability team and other deaf schools in the area.</p>	FREE

	<p><i>Primary generalist teachers.</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 5: Increased participation in competitive sport.</i></p>	<p><i>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, including teaching water safety and swimming and as a result improved % of pupil's attainment in PE.</i></p>	<p><i>£5000 for 5 teachers to undertake CPD.</i></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?	%	<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]?	%	<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>%</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>Yes/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>Yes/No</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:	