



# 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
Extra swimming session for Year 6 children who had not yet reached the expected standard.	The % of children achieving the expected standard in swimming improved by nearly 20% due to the extra swimming sessions. Swimming data – Edsential reports	The extra catchup sessions have been bought again this year to help the current year 6 to achieve the expected standard.
Play Maker training and Rest Easy	Increased physical activity levels of children within the school day with the use of more structured lunchtimes. Pupil voice data	Playleader/ Play Maker training to take place again this year to train the next group of young leaders to be able to lead activities for children.
CPD delivery	The confidence and knowledge of staff has improved through the CPD sessions delivered. Edsential Impact Reports	Continue with the CPD sessions looking at different areas of the curriculum.
Extra-curricular clubs	Data of numbers of children attending. Pupil voice.	Continue to offer extra-curricular sessions on a Monday and Tuesday all year. Look at the children who it is offered to and the activity.
OAA residential	Pupil voice	OAA residential to be organised again for Year 6.
Grow Wellbeing and Forest School activities for FS2	EYFS learning goal data -86% of children achieving standard.	Grow Wellbeing and Forest school activities to continue for EYFS children.

## 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
<p><b>Increased knowledge and confidence of all staff, leading to high-quality curriculum PE lessons.</b></p> <ul style="list-style-type: none"> <li>- PE CPD for <b>all teachers</b> through 2 x Curriculum Support blocks for EYFS 3 x Curriculum Support blocks for all other year groups</li> <li>- Total PE+ Subscription</li> <li>- Edsential Subject Leader Support Programme</li> </ul>	<p>Teachers. Pupils.</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key indicator 3: Raising the profile of PE and sport across the school, to support whole school improvement.</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<p><b>Proposed Impact:</b></p> <ul style="list-style-type: none"> <li>• Primary teachers will be more competent and confident to deliver effective curriculum PE lessons having taken part in either 2 (EYFS) or 3(rest of year groups) x 6 x ½ days of PE CPD each (staff audits).</li> <li>• Lesson observations show pupils receive Quality First Teaching across the whole PE curriculum - supported through our Total PE+ subscription, including making links to wider curriculum and supporting social development.</li> </ul> <p><b>Evidence:</b></p> <p><b>Staff Voice:</b> All school staff are using Total PE+ for individual lesson plans to support teaching and learning.</p> <ul style="list-style-type: none"> <li>- 96% of staff reported an increase in confidence teaching PE following the Curriculum Support Programmes.</li> <li>- 4% of staff reported that their confidence remained the same after support but that they valued the support for the ideas that they were given and to see how the lesson progressed.</li> </ul> <p>Following the support, staff reported they:</p> <ul style="list-style-type: none"> <li>- Feel more confident modelling skills.</li> <li>- Feel more confident differentiating within PE lessons.</li> <li>- Have a better understanding of what the pace of learning should be.</li> <li>- Have a better understanding of the impact high quality PE can have on mental wellbeing.</li> </ul> <p><b>Pupil Voice:</b></p> <ul style="list-style-type: none"> <li>- 92% of children reported they enjoy PE lessons.</li> </ul> <p><b>Lesson Observations:</b></p> <p>Following lesson observations, it was noted that staff are clear about the learning intentions of the lessons and could convey this to the children. Most staff gave the children the opportunity to evaluate and</p>	<p>Edsential Curriculum Support Programmes: £12,300</p> <p>Total PE+ Subscription: £350</p> <p>Edsential Subject Leader Support Programme: £800</p>

			<p>improve their own performances and that of their peers using the teaching points and a 3 mark system.</p> <p>It was evident that the children were using prior knowledge in the lessons and progression was seen.</p> <p>It was noted that children could use technical vocabulary and teaching points to explain what they were doing during lessons.</p> <p>E.g. Children in Year 2 could talk confidently about the gymnastic shapes e.g. a pike shape, that they had used during the lesson and how to make it better e.g. the need for tension and control, holding for 3 seconds and pointing toes and fingers.</p>	
<p><b>To increase physical activity levels to ensure children are meeting the active 30 minutes within school.</b></p> <ul style="list-style-type: none"> <li>- Extra-curricular clubs</li> <li>- Play Maker Award delivered to train children to lead Lunchtime activities (Young Leaders)</li> </ul>	<p>Pupils. Support Staff/ Lunchtime staff.</p>	<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 3: Raising the profile of PE and sport across the school, to support whole school improvement.</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><b>Proposed Impact:</b></p> <p>More pupils will be meeting their daily physical activity goal (30 minutes within school hours) compared to 2022/23.</p> <p>More pupils taking part in PE and Sport Activities outside of school hours.</p> <p>Increased number of children participating in afterschool clubs.</p> <p><b>Evidence:</b></p> <p>Extra-Curricular Clubs: Total number of clubs across the year: 13</p> <ul style="list-style-type: none"> <li>- Total number of children who attended at least one extra-curricular club in 23/24</li> <li>- 72 % of KS2</li> <li>- 47 % of KS1</li> </ul> <p>Lunchtime Activities: % of pupil engaged in structured activity at lunch times:</p> <ul style="list-style-type: none"> <li>- 64% of KS2</li> <li>56% of KS1</li> </ul> <p><i>(Taken as an average across half-termly observations)</i></p> <p>Edsential Play Maker Award Programme Impact: <a href="#">View our impact data here</a></p>	<p>12 x Afterschool Clubs through Edsential: Included as part of Edsential Curriculum Support</p> <p>Additional extra-curricular clubs run by school staff</p> <p>Play Maker Award through Edsential: £850</p>

<p><b>To promote 'Healthy Lifestyles' through PE, sport and physical activity.</b></p> <ul style="list-style-type: none"> <li>- Play Maker Award delivered to train children to lead Lunchtime activities (Young Leaders)</li> <li>- Total PE+ Subscription Plans cover healthy active lifestyles. Use of health and fitness plans.</li> </ul>	<p>Pupils.</p>	<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 3: Raising the profile of PE and sport across the school, to support whole school improvement.</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><b>Proposed Impact:</b> Children's understanding of fitness and nutrition will grow and develop across the year, through a combination of experiences, teaching as part of curriculum PE lessons and as part of the wider school curriculum.</p> <p><b>Evidence:</b> Lunchtime Activities: % of pupil engaged in structured activity at lunch times: - 64% of KS2 - 56% of KS1 <i>(Taken as an average across half-termly observations)</i></p> <p>Pupil Voice: - 100% of children had a greater knowledge of fitness and nutrition following the lessons. - 100% of children felt 'they had a better understanding of healthy lifestyles and nutrition' after curriculum lessons.</p>	<p>Play Maker Award through Edsential</p> <p>Total PE+ Subscription</p>
<p><b>To use school sport to develop social skills and promote physical activity outside of school.</b></p> <ul style="list-style-type: none"> <li>- Competitions and Events, including Edsential Competitions for All Programme Cross country events,</li> </ul>	<p>Pupils.</p>	<p>Key indicator 5: Increased participation in competitive sport.</p>	<p><b>Proposed Impact:</b> Participation within competitive sport will support children to further develop teamwork skills, social and communication skills and supported wellbeing through a sense of 'togetherness'.</p> <p>Increased number of children participating regularly within a sports club/ team as a result of our competitions provision across the year.</p> <p><b>Evidence:</b> <b>Competitions and Events:</b> Teams have attended cross-country and football. With the changing of school staff meetings to a different day next year it is hoped that we will be able to access more competitions- Edsential and Wirral School Games.</p>	<p>Edsential Competitions for All Programme: Included as part of Edsential Package</p>

<p>football matches and WSG events. Intra-school events.</p>				
<p><b>To improve the children's core strength, balance and coordination. To move energetically in a range of ways and negotiate obstacles in their way.</b></p> <ul style="list-style-type: none"> <li>- Grow Wellbeing to support the children in Reception and to develop outdoor learning – promote wellbeing.</li> <li>- Purchase of 20 lessons to support Outdoor learning and Education.</li> <li>- Hybrid plan of Forest Schools.</li> </ul>	<p>Pupils</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><b>Proposed Impact:</b> The children in F2 display greater confidence. An improvement to be seen in their strength, balance, and coordination. Children are able to use the skills learnt in other areas of the curriculum.</p> <p>Increased number of children achieving the expected standard in their EYFS gross motor skills learning goals at the end of the year.</p> <p><b>Evidence:</b> Staff voice: We have seen that the children are much more confident when moving around a space using their gross motor skills. Their co-ordination has improved. There has been an improvement in the children's core strength and balance.</p> <p>83% of children achieved expected standard in their EYFS gross motor learning goals at the end of the year.</p>	<p>£10,500</p>
<p><b>To increase the number of pupils in Year 6 taking part in an adventurous activity for the first time and their desire to do it</b></p>	<p>Pupils</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><b>Proposed Impact:</b> The confidence and resilience of the children will be improved. The residential will support children to further develop teamwork skills, social and communication skills and will support wellbeing through a sense of 'togetherness'. They will develop their physical skills through</p>	<p>£4,603</p>

<p>again.</p> <ul style="list-style-type: none"> <li>- OAA residential for Year 6 children</li> </ul>			<p>the range of different activities.</p> <p>Increased number of children wishing to take in OAA activities.</p> <p><b>Evidence:</b>  Staff feedback  Pupil Voice:</p> <ul style="list-style-type: none"> <li>- 83% of children attended residential</li> <li>- 100 % of children enjoyed the residential</li> <li>- Some children found it difficult to be away from home, but they all enjoyed the OAA activities and the experience.</li> <li>- Highlights included tunnelling/ potholing and the all-day hike and cook out.</li> <li>- Whilst only 87% would like to go back away to residential (some wouldn't want to leave family etc.)</li> <li>- 100 % of children who would like to try an activity again and activities including archery, climbing and abseiling and OAA have been planned for the end of the summer at Barnstondale Centre.</li> </ul>	
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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
<p>-The engagement of children during lunchtimes with structured activities either run by Play Leaders or staff, Midday Staff.</p> <p>-The increased knowledge and confidence of all staff, leading to high-quality curriculum PE lessons through CPD- curriculum support sessions.</p>	<p>On average, the following, have taken part in structured lunch time activities including football, basketball, athletic activities, Play Leader games, intra competitions:</p> <ul style="list-style-type: none"> <li>- 64% of KS2</li> <li>- 56% of KS1</li> </ul> <p>All school staff are using Total PE+ for individual lesson plans to support teaching and learning.</p> <ul style="list-style-type: none"> <li>- 96% of staff reported an increase in confidence teaching PE following the Curriculum Support Programmes.</li> <li>- 4% of staff reported that their confidence remained the same after support but that they valued the support for the ideas that they were given and how the lesson progressed.</li> </ul> <p>Following the support, staff reported they:</p> <ul style="list-style-type: none"> <li>- Feel more confident modelling skills.</li> <li>- Feel more confident differentiating within PE lessons.</li> <li>- Have a better understanding of what the pace of learning should be.</li> <li>- Have a better understanding of the impact high quality PE can have on mental wellbeing.</li> </ul>	<p>Further equipment will need to be purchased for lunchtimes to prevent equipment being taken from curriculum lessons.</p> <p>Play Leaders to be trained again to continue to plan and run activities involving younger children.</p> <p>Staff see the Curriculum Support as a valuable learning experience and enjoy the blocks of support.</p> <p>Next year we need to consider the length of PE lessons to see if they can be increased to help staff to be able to deliver all that is expected. This may lead to timetable changes.</p> <p>Support will continue focusing on different areas of the curriculum and staff needs.</p>

<p>-Improved swimming attainment for Year 6 children following booster swimming session.</p>	<p>80% Year 6 children could swim 25m by the end of the booster 78% of children could swim a range of strokes and perform self-rescue.</p>	<p>Continue with extra booster session next year to focus on those children who have not yet met the standard.</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?	52% of children in Year 5 (2023)  80% of children in Year 6 (2024)	21 children attended a swimming booster in Year 6 to help them achieve the standards. 14/15 were then able to reach the standards.  2 extra children were identified for booster but were absent for the whole week. 1 child has a fear of swimming and has not taken part in any lessons delivered throughout their time at school.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	52% of children in Year 5 (2023)  78% of children in Year 6 (2024)	See above

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>52% of children in Year 5 (2023)</p> <p>78% of children in Year 6 (2024)</p>	<p>See above</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>£1,345</p>	<p>An extra session was booked for 23 Year 6 children to attend a week's swimming in Autumn Term 2023.</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>	<p>Not this year, but it is hoped that two members of staff will attend ASA training next year. Bookings will be made as soon as the dates are released.</p>

Signed off by:

Head Teacher:	John McDonald
Subject Leader or the individual responsible for the Primary PE and sport premium:	Dara Maguire (PE coordinator)
Governor:	Kevin Doogan (Chair)
Date:	July 2024

