The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

Commissioned by

Department for Education

Created by

association for Physical Education

YOUTH SPORT TRUST

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 (2023/2024)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
Whole school Wake and Shake – every morning 8.20 am to 8.50 am – accessible for all children.	30 minutes additional activity available for all children 5 days per week. Increased attendance and increased punctuality.	More staff are now skilled in their delivery of Wake and Shake. This brings fresh ideas and added interest to the sessions. This has included 'Walk and Talk' in at least one of these before school sessions each week, offering a bridge between W & S and the in-school Active Mile.
CPD and Training plus 1:1 mentoring of staff.	Colleagues share good practice and have access to high quality CPD. Less experienced staff have now had meaningful CPD in the tracking and teaching of Fundamental Movement Skills, Dance and Gymnastics within the last 2 year cycle.	High quality of PE being taught throughout school. New surveys to be readied to assess new needs for CPD across the school. Some teachers have moved class or key

	Mentoring has helped develop confidence in using plans as a stating point and then reshaping them to match the needs of learners.	stage so this may inform CPD needs for the coming 1 year/2 year cycle.
Meeting the needs of children less likely to engage in extra- curricular activity (Ultimate Frisbee).	Coach from Fleetwood Town Community Trust worked alongside a teacher (during lunchtimes). Once upskilled, the teacher continued the activity as an after-school club. Eight of the twelve children who took part in these sessions continued to attend the additional club outside of school hours.	Following the success of this activity we have included this in our 2024-25 offer. This will be aimed at children solely from Year 3 in order to broaden the range of experiences they will have.
Increase number of activities intra and inter school.	As the year progressed, the focus shifted from the number of activities to matching the needs of our children to the events we attended. The breadth of competitive activities was increased by developing our intra-school opportunities. Whereas our inter-school competitive focus was centred around a more inclusive approach, with all children in KS2 getting these opportunities on one or more occasion.	We are currently reassessing the needs of our children (and the wider community) and this will be reflected in the competitive opportunities that we engage with in 2024-25 and in the extra-curricular offer that we put out.
School Games Platinum Award Achieved 2023-24		

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
Continue with Wake and Shake	*All teaching support staff to engage with planning and delivery of this activity. The support staff will lead this activity including registration of children attending.* *Pupils – as they will take part.*	*Key indicator 1 – Increased support staff confidence, knowledge and skills in teaching PE and sport* *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.* *Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.*	*More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.*	*Additional hours for all support staff to facilitate this opportunity.* *5 staff L3 £18.53 per hour @ ¾ of an hour per day, including planning=£13195.50 plus oncosts £14910.00* *L3 TA qualified dance teacher – CPD to staff 1 hour per week 38 weeks £950.76* *1 teacher UPS1 – 15 hours per year planning & learning development £52.02 £780.30*

Staff /Pupil CPD *Monitoring of Active Mile (Year 4)* *PALS training (Year 6)* *Gymnastics training (Year3)*	*Pupils – By being encouraged to achieve their personal best.* *Staff – by training in how to make the tasks measurable* *Pupils- positive attitudes to leadership and responsibility. Impacts upon behaviour in other cohorts.* *Staff member-moved from KS1 to KS2*	*Key Indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.* *Key indicator 1: Increased engagement of all pupils in regular activity* *Key indicator 2:The profile of PE and sport is raised across the school as a tool for whole-school improvement.* *Key Indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.* *Key Indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.* *Key indicator 1: Increased engagement of all pupils in regular activity* *Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.*	*Knowledge cascaded through school. Classes and individuals set personal goals.* *Children talked enthusiastically to inspectors about the part healthy habits (including AM) is a part of their school routine.* *Knowledge shared with Y5 class who have grasped the opportunity to tackle on prefect roles, leading to improved self-discipline.* *Plans for gym have been annotated to include knowledge gained through training. Lessons have become more bespoke to the cohort's needs.*	*Wyre SSP partnership £955.00* *£180.00* *£180.00*

Ultimate Frisbee (Year3)	*Staff member-moved from KS1 to KS2*		*Children voted for and chose to roll-out ultimate frisbee as a breaktime activity.*	

Subscriptions to PE Passport	*Staff- provides a database for planning, teaching and assessment of high-quality PE*	*Key Indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.*	*Colleagues are tailoring the curriculum effectively to meet the needs of their classes* *- this has included repeating units of learning where necessary.*	*LCC £699.00*
Subscriptions to Fleetwood Town Community Trust and Poulton Primary Schools Sports Association	*Pupils- breadth and regularity of inter-school competitive experiences.*	*Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.* *Key indicator 5: Increase participation in competitive sports.*	*Opportunities provided for all children in KS2- entry into inclusive events and success of teams in competitive sport at local, district and county levels.*	*£120.00* *£60.00*

Key achievements 2024-2025

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
CPD has effectively targeted recently qualified colleagues and those that have moved between key stages.	Staff across the school are delivering high quality PE lessons and are able to talk in depth about the progress of their children. Colleagues are reflective when considering their future personal CPD needs.	During our recent inspection PE was chosen for a deep dive. The inspectors were satisfied that systems are in place that are consistent and effective. Conversations with classroom teachers concluded that staff feel supported and valued.
Provision of opportunities for children to take on leadership roles.	Pupils across all classes feel valued when given chances to lead. For a relatively small expenditure, this has had a high impact at school. This has been particularly noticeable in Year 5 with a dip in behavioural incidents since prefect 'training' began in summer term.	As part of next year's spending opportunities will be sought to broaden the CPD given to children in how to manage leadership situations

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

Question	**Stats:**	**Further context** **Relative to local challenges**
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	97%	*35 out of 36 children are confident and competent swimmers in this cohort. The one exception is a pupil who arrived at the school in upper juniors. This pupil had no previous swimming lessons.* *The specialist teacher at the pool was used to work 1:1 and by the end of the block of lessons could swim for 10m and complete most of the water safety programme.*
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	97%	

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	97%	
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?	No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	

Signed off by:

Head Teacher:	*Cheryl Brindle*
Subject Leader or the individual responsible for the Primary PE and sport premium:	*Andrew Hesketh*
Governor:	*Andy Meek*
Date:	17.07.25