

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.

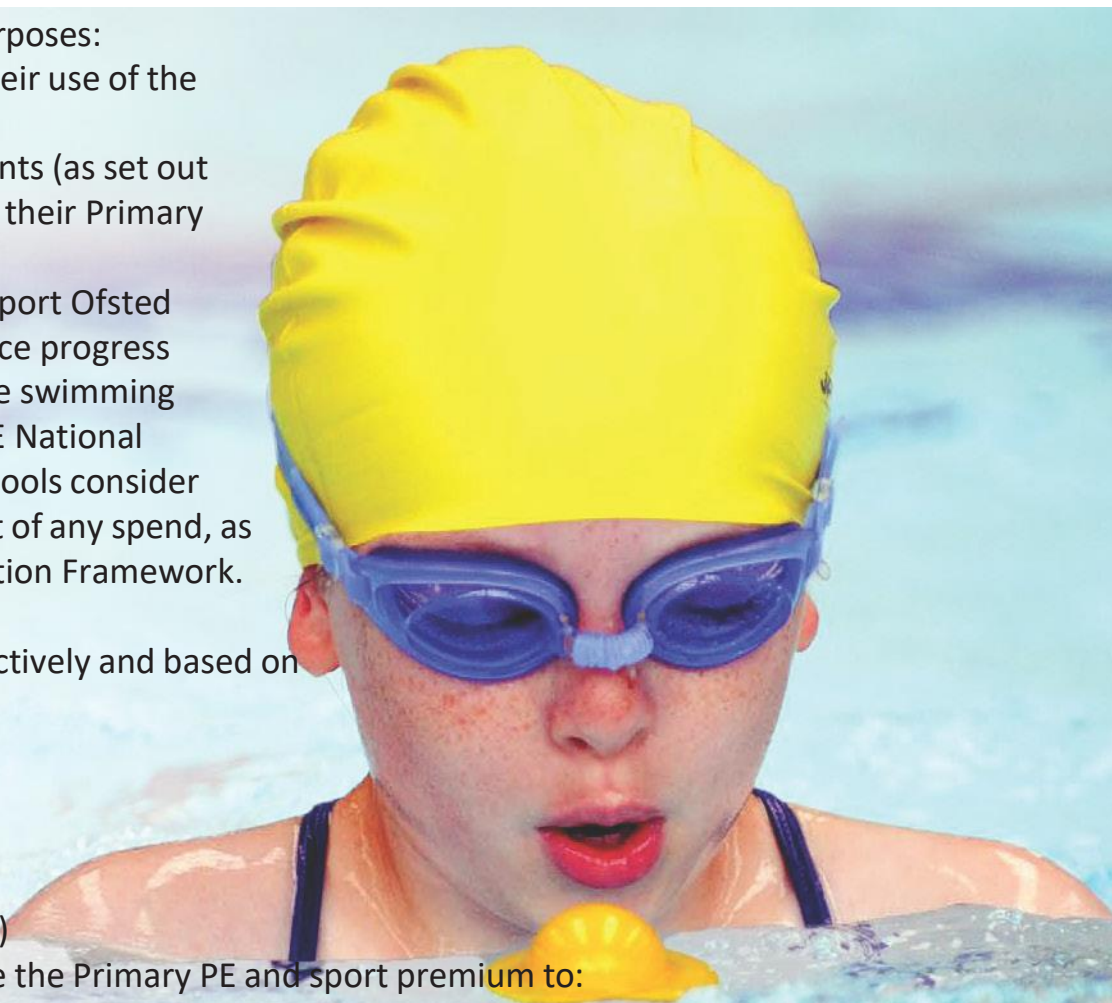
It is important that your grant is used effectively and based on school need.

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
<i>See evaluation of 2022-2023 for the Primary PE and Sports funding.</i>		

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><u>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</u></p> <p>Pupils to understand how to participate in a greater amount active games appropriately and matched to individual pupils needs.</p> <p>Pupils to understand how to use in a greater amount of resources to increase their activity levels through out the school day.</p>	<p>Train the TA's to run appropriate and active playground games during lunch and breaktimes. To use the skills and knowledge learnt from the Wyre and Fylde Sports Partnership* to train the PE subject leader to have to cascade training to staff to positively impact pupils physical development attainment.</p>	<p>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<p>Aim one: At least the vast majority of pupils (97%-100%) of pupils will when in school will participate in appropriate and active playground games during lunch and breaktimes.</p>	<p>£0 – As internal training</p>
<p><u>Key indicator 2: Engagement of all pupils in regular physical activity.</u></p> <p>Pupils to be active during lunch and break times. Pupils to understand how to participate in a greater</p>	<p>Train new TAs to run appropriate and already successful and active playground games during lunch and breaktimes. Train TA's to run a</p>	<p>Key indicator 2: Engagement of all pupils in regular physical activity – also meeting aim 1, 2 and 3.</p>	<p>Aim 1: At least the majority of pupils (60% or above) will meet at least the majority (50% or above) of their physical end of key stage targets in Physical</p>	<p>£ 16,637 for Key indicator 1, 2, 3 and 4</p>

<p>amount active games appropriately and matched to individual pupils needs.</p> <p>Pupils to understand how to use in a greater amount of resources to increase their activity levels through out the school day.</p> <p>Pupils to gain the skills and knowledge and attitudes to meet their end of key stage physical development targets.</p> <p><u>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</u></p> <p>Pupils to understand how to participate in a greater amount active games appropriately and matched to individual pupils needs.</p> <p>Pupils to understand how to use in a greater amount of resources to increase their activity levels through out the school day.</p>	<p>greater amount of appropriate active playground games during lunch and breaktimes.</p> <p>Purchase and provide a greater amount of outdoor equipment to improve physical activity for all pupils.</p> <p>Train the TAs to run a greater amount of appropriate and active playground games during lunch and breaktimes.</p> <p>Purchase and provide a greater amount of outdoor equipment to improve physical activity for all pupils.</p> <p>Monitor and provide further resources and training to support any identified pupils who are not physically active.</p>	<p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement. – also meeting aim 1, 2 and 3.</p>	<p>Development.</p> <p>Aim 2: At least the vast majority of pupils (97%-100%) of pupils will when in school will participate in appropriate and active playground games during lunch and breaktimes.</p> <p>Aim 3: At least the vast majority of pupils (97%-100%) of pupils will have the skills and knowledge to use a resource that will increase their physical activity.</p> <p>Aim 1: At least the majority of pupils (60% or above) will meet at least the majority (51% or above) of their physical end of key stage targets in Physical Development.</p> <p>Aim 2: At least the vast majority of pupils (97%-100%) of pupils will when in school will participate in appropriate and active playground games during lunch and breaktimes.</p> <p>Aim 3: Pupils will be observed</p>	<p>£ 16,637 for Key indicator 1, 2, 3 and 4</p>
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<p>Pupils demonstrate positive attitude towards physical activity.</p> <p><u>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</u></p> <p>Pupils to be active during lunch and break times. Pupils to understand how to participate in a greater amount active games appropriately and matched to individual pupils needs.</p> <p>Pupils to understand how to use in a greater amount of resources to increase their activity levels through out the school day.</p> <p>Pupils to gain the skills and knowledge and attitudes to meet their end of key stage physical development targets.</p>	<p>Train new TAs to run appropriate and already successful and active playground games during lunch and breaktimes. Train TA's to run a greater amount of appropriate active playground games during lunch and breaktimes.</p> <p>Purchase and provide a greater amount of outdoor equipment to improve physical activity for all pupils.</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>to be happy to take part in identified physical activities using targeted resources.</p> <p>Aim 4: At least the vast majority of pupils (97%-100%) of pupils will have the skills and knowledge to use a resource that will increase their physical activity.</p> <p>Aim 1: At least the majority of pupils (60% or above) will meet at least the majority (51% or above) of their physical end of key stage targets in Physical Development.</p> <p>Aim 2: At least the vast majority of pupils (97%-100%) of pupils will when in school will participate in appropriate and active playground games during lunch and breaktimes.</p>	<p>£ 16,637 for Key indicator 1, 2, 3 and 4</p>
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<p><u>Key indicator 5: Increased participation in competitive sport</u></p> <p>The formal PE pupils will have the skills and knowledge to take part in competitive sports activities.</p> <p>Pupils to understand how to participate in active games and use resources appropriately and matched to individual pupils needs.</p> <p>Pupils to gain the skills and knowledge and attitudes to meet their end of key stage physical development targets.</p>	<p>Join the Wyre and Fylde Sports Partnership who organise inclusive competitive sport activities and provide opportunities for pupils to take part in out of school sporting activities.</p> <p>The PE lead to arrange a greater range of competitive sporting events. To use the skills and knowledge learnt from the Wyre and Fylde Sports Partnership to train the PE subject leader to have to cascade training to staff to positively impact pupils physical development attainment.</p>	<p>Key indicator 5: Increased participation in competitive sport</p>	<p>Aim 1: The majority (51-64%) of formal PE primary pupils who are developmentally ready will participate in a competitive sport activity.</p> <p>Aim 2: The majority (51%-64%) of pre-formal and semi-formal pupils will develop the pre-skills, knowledge and attitudes needed to develop their early games skills, achieving the majority of their end of key stage physical targets (51%-64%)</p> <p>Aim 3: At least the majority of pupils (60% or above) will meet at least the majority (51% or above) of their physical end of key stage targets in Physical Development.</p>	<p>£820 training and events) £ 180 Cost of participation</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
<p>All TA's have been trained to run appropriate and active playground games during lunch and breaktimes. This training consisted of:</p> <ul style="list-style-type: none"> - Whole school inset day lead by the Fylde and Wyre on the importance of physical activity and PE. - Whole school term focus for morning meeting trained based on being physically active at break and lunchtimes, led by the assistant head. - Personalised training for TA's proved by SLT to support them in ensure active playground games are occurring for the vast majority of pupils. 	<p>Aim 1a: At least the vast majority of pupils (97%-100%) of pupils will when in school will participate in appropriate and active playground games during lunch and breaktimes.</p>	<p>Aim 1a Achieved: -Whole school training and modelling of active playground games at playtimes and lunch time by SLT and the purchasing of a greater amount of active play equipment, including but no limited to bats and balls, pop up football nets and parachutes has impacted positively on pupils being active with the vast majority of pupils taking part appropriate and active playground games during lunch and breaktimes. For examples games include, netball, football, riding adaptive bikes and scooters, play games such as Tig and playing parachute games. SLT have monitored and agreed there is increased activity for the vast majority of pupils at breaktime and lunch time.</p>
<p>All TA's have been trained to run appropriate and active playground games during lunch and breaktimes. This training consisted of:</p> <ul style="list-style-type: none"> - Whole school inset day lead by the Fylde and Wyre on the importance of physical activity and PE. - Whole school term focus for morning meeting trained based on being physically active at break and lunchtimes, led by the assistant head. - Personalised training for TA's proved by SLT to support them in ensure active playground games are occurring for the vast majority of pupils. 	<p>Aim 1b: At least the majority of pupils (60% or above) will meet at least the majority (51% or above) of their physical end of key stage targets in Physical Development.</p> <p>Aim 2b: At least the vast majority of pupils (97%-100%) of pupils will when in school will participate in appropriate and active playground games during lunch and breaktimes.</p> <p>Aim 3b: At least the vast majority of pupils (97%-100%) of pupils will have the skills and knowledge to use a</p>	<p>Aim 1b exceeded: There are 22 end of key stage pupils in KS1-KS2 of these 21 had physical development EOKS targets. (Primary phase). 81% (17) pupils achieved the majority of their key stage physical development targets with:</p> <ul style="list-style-type: none"> - 16 pupils achieved the vast/ overwhelming majority of their targets. (97%- 100%) - 1 pupil achieving the large majority of their targets (65%-79%) <p>Aim 2b Achieved: -Whole school training and modelling of active playground games at playtimes</p>

<p>Each playground now has a playground box with a greater amount of outdoor equipment, which includes but is not limited to, parachutes, bats and balls, stepping stones, pop up nets and sensory tunnels. All staff have had training on how to use the outdoor equipment and teach the pupils how to use the equipment to increase physical activity including the knowledge and skills that pupils need to use the equipment.</p> <p>Train the TAs to run a greater amount of appropriate and active playground games during lunch and breaktimes.</p> <p>Purchase and provide a greater amount of outdoor equipment to improve physical activity for all pupils.</p> <p>Monitor and provide further resources and training to support any identified pupils who are not physically active.</p> <p>All TA's have been trained to run appropriate and active playground games during lunch and breaktimes. This training consisted of:</p> <ul style="list-style-type: none"> - Whole school inset day lead by the Fylde and Wyre on the importance of physical activity and PE. - Whole school term focus for morning meeting trained based on being physically active at break and lunchtimes, led by the assistant head. - Personalised training for TA's proved by SLT to support them in ensure active playground games are occurring for the vast majority of pupils. 	<p>resource that will increase their physical activity.</p> <p>Aim 1c: At least the majority of pupils (60% or above) will meet at least the majority (51% or above) of their physical end of key stage targets in Physical Development.</p> <p>Aim 2c: At least the vast majority of pupils (97%-100%) of pupils will when in school will participate in appropriate and active playground games during lunch and breaktimes.</p> <p>Aim 3c: Pupils will be observed to be happy to take part in identified physical activities using targeted resources.</p>	<p>and lunch time by SLT and the purchasing of a greater amount of active play equipment, including but no limited to bats and balls, pop up football nets and parachutes has impacted positively on pupils being active with the vast majority of pupils taking part appropriate and active playground games during lunch and breaktimes. For examples games include, netball, football, riding adaptive bikes and scooters, play games such as Tig and playing parachute games. SLT have monitored and agreed there is increased activity for the vast majority of pupils at breaktime and lunch time.</p> <p>Aim 3b Achieved: After the purchase of a range of new outdoor playgroup equipment including a greater range of adaptive bikes, bats and balls, parachutes, sensory tunnels and stepping stones, it has been observed by SLT, teachers and TA's that once the pupils where shown how to use the equipment there has been increase in the number of pupils who are happy and wanting to be active as they are motivated by the new equipment.</p> <p>Aim 1c exceeded: There are 22 end of key stage pupils in KS1-KS2 of these 21 had physical development EOKS targets. (Primary phase). 81% (17) pupils achieved the majority of their key stage physical development targets with:</p> <ul style="list-style-type: none"> - 16 pupils achieved the vast/ overwhelming majority of their targets. (97%- 100%) - 1 pupil achieving the large majority of their targets (65%-79%) <p>Aim 2c Achieved: -Whole school training and modelling of active playground games at playtimes and lunch time by SLT and the purchasing of a greater amount of active play equipment, including</p>
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<p>- Personalised training for TA's proved by SLT to support them in ensure active playground games are occurring for the vast majority of pupils.</p> <p>Each playground now has a playground box with a greater amount of outdoor equipment, which includes but is not limited to, parachutes, bats and balls, stepping stones, pop up nets and sensory tunnels. All staff have had training on how to use the outdoor equipment and teach the pupils how to use the equipment to increase physical activity.</p> <p>Each sensory room also has soft play equipment to increase the physical activity of those pupils who are not accessing the outdoor play equipment.</p> <p>We have joined the Wyre and Fylde Sports Partnership who organise inclusive competitive sport activities and provide opportunities for pupils to take part in out of school sporting activities.</p> <p>To use the skills and knowledge learnt from the Wyre and Fylde Sports Partnership to train the PE subject leader/ Assistant head teacher to have to cascade training to staff to positively impact pupils physical development attainment.</p> <p>-</p>	<p>appropriate and active playground games during lunch and breaktimes.</p> <p>Aim 1e: The majority (51- 64%) of formal PE primary pupils who are developmentally ready will participate in a competitive sport activity.</p> <p>Aim 2e: The majority (51%- 64%) of pre-formal and semi-formal pupils will develop the pre-skills, knowledge and attitudes needed to develop their early games skills, achieving the majority of their end of key stage physically targets (51%-64%)</p> <p>Aim 3e: At least the majority of pupils (60% or above) will meet at least the majority (51% or above) of their physical end of key stage targets in Physical Development.</p>	<p>targets (65%-79%)</p> <p>Aim 2d Achieved: -Whole school training and modelling of active playground games at playtimes and lunch time by SLT and the purchasing of a greater amount of active play equipment, including but no limited to bats and balls, pop up football nets and parachutes has impacted positively on pupils being active with the vast majority of pupils taking part appropriate and active playground games during lunch and breaktimes. For example games include, netball, football, riding adaptive bikes and scooters, play games such as Tig and playing parachute games. For those pupils who are happier and more motivated inside, purchasing of moveable soft play for each sensory room has led to increased happiness and motivation to be physical active. SLT have monitored and agreed there is increased activity for the vast majority of pupils at breaktime and lunch time.</p> <p>Aim 1e – Not applicable In the KS1-KS2 cohort no pupils are formal learners. Therefore, this target is not applicable.</p> <p>Aim 2e Exceeded: There are 22 end of key stage pupils in KS1-KS2 of these 21 had physical development EOKS targets. (Primary phase). 81% (17) pupils achieved the majority of their key stage physical development targets with:</p> <ul style="list-style-type: none"> - 16 pupils achieved the vast/ overwhelming majority of their targets. (97%- 100%) - 1 pupil achieving the large majority of the large majority of their targets (65%-79%) <p>Aim 3e exceeded: There are 22 end of key stage pupils in KS1-KS2 of these 21 had physical</p>
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		<p>development EOKS targets. (Primary phase). 81% (17) pupils achieved the majority of their key stage physical development targets with:</p> <ul style="list-style-type: none">- 16 pupils achieved the vast/ overwhelming majority of their targets. (97%- 100%)- 1 pupil achieving the large majority of their targets (65%-79%)
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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?	0% - However it must be noted that all our pupils have special education needs so work towards personalised swimming targets.	It must be noted that all our pupils have special education needs so work towards personalised swimming targets.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	0% - However it must be noted that all our pupils have special education needs so work towards personalised swimming targets.	It must be noted that all our pupils have special education needs so work towards personalised swimming targets.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>0% - However it must be noted that all our pupils have special education needs so work towards personalised swimming targets.</p>	<p>It must be noted that all our pupils have special education needs so work towards personalised swimming targets.</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>Yes</p>	<p>We have a designated swimming teacher who teaches all the pupils who go swimming. Many of our staff are lifesaver trained which includes the teaching of water safety.</p>

Signed off by:

Head Teacher:	Jenny Slater
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Tess Taylor (Lead Practitioner)</i> <i>Lucia Della-Corte (PE lead)</i>
Governor:	<i>Jo Flakett (Chair of Governors)</i>
Date:	22/07/2024