

The Primary PE and sport premium

Planning, reporting and evaluating website tool

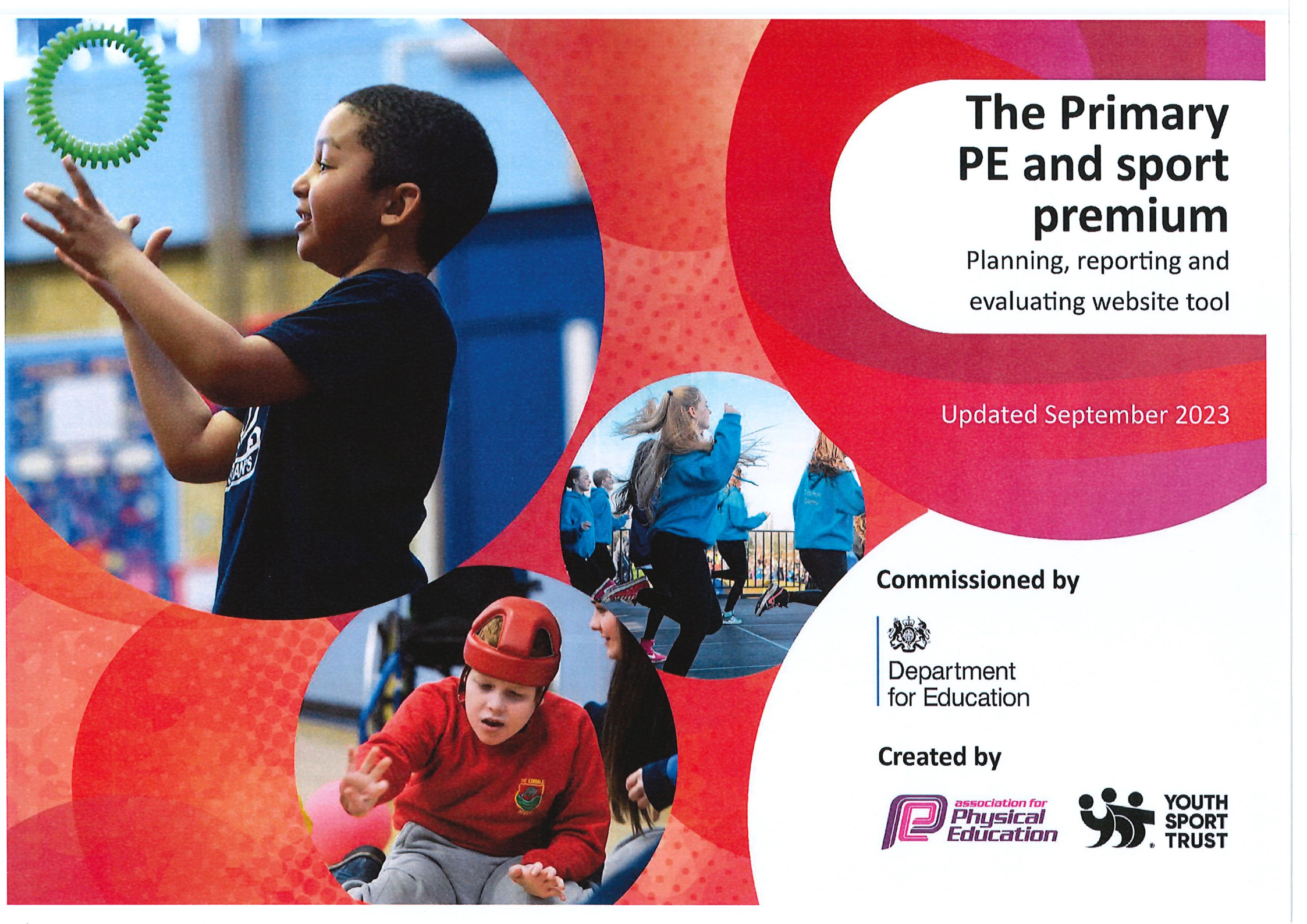
Updated September 2023

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
Evidence Me platform to evidence PE lessons.	Feedback and Assessment: Evidence photos can be used as a form of assessment in PE to evaluate students' performance, track their progress, and provide constructive feedback. Teachers can use photos to identify areas for improvement, celebrate achievements, and tailor instruction to meet individual student needs.	To continue in 23/24.
Enhanced PE LSSP membership, attending events/ competitions and intervention such as: <ul style="list-style-type: none"> - POWER training - Balanceability training - OAA (year 3 pupils) - PALS - Scoot School 	Promotion of physical activity, teamwork, skill development, and overall well-being. These activities provide opportunities for students to engage in structured physical exercise, learn sportsmanship, build social skills, and develop healthy habits. Participation in the events on offer, not only enhances physical fitness but also fosters confidence, resilience, and a sense of achievement. By encouraging active participation in PE events and competitions, children can experience the joy of sports, improve their physical and mental health, and cultivate a lifelong appreciation for staying active and fit.	Next steps decided : Continue to seek out new sporting opportunities for targeted children e.g. seeking out new sports for them to trial.
Replenished and much improved lunch and break time play equipment in place <ul style="list-style-type: none"> - New goal posts 	Through active structured and well-resourced playtimes children spend their time active the majority of the time - thus improved physical and mental health -also attitudes to importance of physical lifestyle improving life chances	Using pupil voice, this will continue into this next academic year to buy cohort specific equipment.

<p>Maintenance of facilities:</p> <ul style="list-style-type: none"> - Pitch outlines on AstroTurf - AstroTurf maintenance - Long jump pit - Lines on track. - Use of facility for external community as well as school 	<p>New sports equipment can spark interest and excitement among pupils, motivating them to participate in physical activities and sports. The novelty of the equipment can make sports more engaging and enjoyable for students.</p>	<p>To continue maintenance into new academic year.</p>
<p>Application for re accreditation of AfPE Award – 3 years</p>	<p>Achieving the AfPE award, demonstrates a commitment to providing high-quality PESSPA. It signifies that the school has met rigorous standards in delivering PE programs that promote physical activity, skill development, and well-being among students</p>	<p>Continue to identify new competitive opportunities in new sports for a wide range of children.</p>
<p>Minibus maintenance and coach hire to widen the opportunities for all children to take part in sport; be it transporting large teams of athletes to county finals, and secondary school settings or taking KS2 to the park for cross country practice – transport was used to facilitate active opportunities for all children.</p>	<p>Participation in sports competitions encourages children to be physically active, promoting overall health and well-being. Competing in sports provides children with opportunities to develop important social skills such as teamwork, communication, and sportsmanship. They learn how to work together towards a common goal, resolve conflicts, and support their teammates. Thus developing the “School Games Values.”</p>	
<p>Purchase of “My Phizz” Physical activity App to allow pupils to participate in local and national challenges</p>	<p>Engagement in physical activity to achieve NHS guidance of 60minutes a week</p>	<p>Increased engagement in physical activity at home.</p>
<p>PE Sport Coach provided by LSSP</p>	<p>Access to specialist sports coaches: LSSP offer a range of services, such as POWER, balanceability, PALS. This provides a more comprehensive physical education program for students.</p>	
<p>Purchase of new scheme “Get Set for PE”</p>	<p>Increased confidence levels of staff in delivering PE curriculum</p> <ul style="list-style-type: none"> • A progressive curriculum for all children in all PE areas e.g. dance, gym, games, athletics • A whole school approach in growing expertise across the curriculum to provide a collective responsibility for PE amongst staff. • Improved PESSPA provision across all aspects of curriculum <p>Improved curriculum lesson planning, lesson content, lesson delivery and medium term planning.</p>	

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Key priorities and Planning Total Grant : £17 838

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>PE Lead to complete Level 5 AfPE Award in Primary School PE which includes a curriculum audit:</p> <ul style="list-style-type: none"> • Understanding Primary Physical Education • Planning for Progression in PE • A time to reflect, review and adapt your approach to benefit your pupils • The Principles of Primary PE Pedagogy • Developing assessment that has a meaningful impact on learning • Developing a curriculum map that is appropriate to your context 	<p>PE Lead School Staff Pupils</p>	<p>Key Indicator one: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Key Indicator three: The profile of PE and sport is raised across the school as a tool for whole school improvement</p>	<ol style="list-style-type: none"> 1. Enhanced Teaching Skills: The qualification equips the PE lead with advanced teaching techniques and strategies specific to physical education in primary schools. This can lead to improved delivery of PE lessons and better engagement of students. 2. Increased Confidence: With a higher level of qualification, the PE lead may feel more confident in their abilities to plan and deliver high-quality PE lessons. This confidence can positively impact their teaching approach and interactions with students. 3. Professional Development: Completing a Level 5 AFPE Primary School PE qualification demonstrates a commitment to professional development and continuous learning. It can open up opportunities for career advancement within the field of physical education. It sets a positive example of continuous learning and growth within the school community. 4. Curriculum Development: The qualification may provide insights into curriculum development for physical education in primary schools. The PE lead can use this knowledge to design effective and engaging PE programs that meet the needs of students. 5. Leadership Opportunities: A higher qualification level can position the PE lead as a leader in the school community regarding physical education. They may be called upon to provide guidance to other teachers, lead professional development sessions, or take on additional responsibilities within the school. 6. Collaboration Opportunities: The PE lead, armed with advanced knowledge and skills, can collaborate with other staff members to enhance physical education programs across the school. This can lead to a more cohesive and comprehensive approach to promoting physical activity and well-being among students. 7. Enhanced PE Provision: With a Level 5 qualification, the PE lead may introduce innovative teaching methods, curriculum enhancements, and best practices in physical education. This can benefit not only the students but also other staff members who may learn new strategies for engaging students in physical activity. 8. Increased Support and Guidance: The PE lead, with a higher level of expertise, can provide valuable support and guidance to other staff members in matters related to physical education. They can share their knowledge, resources, and experiences to help colleagues improve their own teaching practices. 	<p>£995</p>

<p>Liverpool School Sports Partnership enhanced membership and coach to team teach and upskill staff. The Team Teaching programme will enable teachers to increase their confidence, knowledge and skills to teach PE and sport. This approach enables PE Subject Leaders and Head teachers an opportunity to upskill teaching staff over a period of time ensuring that they feel confident and skilled to deliver future high quality PE lessons. By working with one of the LSSP Specialists, a programme of support will be delivered to meet the needs of identified teachers to improve not just their confidence but also their technical knowledge about different activities. The LSSP Specialists will provide a unit of work every six weeks, progressive lesson plans as well as supporting teachers assessing pupils in PE. With the Teacher and the LSSP Specialist present in PE lessons, the Team Teaching programme also allows children more individual attention and the opportunity to work in smaller groups or have one-on-one instruction which sometimes for children with an additional need is essential.</p>	<p>PE Lead School Staff Pupils</p>	<p>Key Indicator one: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Key Indicator two: Engagement of all pupils in regular physical activity</p> <p>Key Indicator three: The profile of PE and sport is raised across the school as a tool for whole school improvement</p> <p>Key Indicator four: Broader experience of a range of sports and activities offered to all pupils</p> <p>Key Indicator five: Increased participation in competitive sport</p>	<ol style="list-style-type: none"> 1. Professional Development Opportunities: LSSP often provide access to training sessions, workshops, and resources aimed at enhancing the skills and knowledge of teaching staff in delivering physical education. This can help teachers improve their teaching techniques and stay updated on the latest trends in sports and physical activity. 2. Collaboration and Networking: Being part of LSSP allows teaching staff to collaborate with colleagues from other schools, sports coaches, and experts in the field of physical education. This networking can lead to the sharing of best practices, ideas, and resources, fostering a culture of collaboration among staff members. 3. Access to specialised sports coaches: LSSP offer a range of services, such as POWER, balanceability, PALS. This provides a more comprehensive physical education program for students. 4. Increased Engagement and Participation: By participating in extra-curricular activities and sporting competitions/ events, this helps to promote a culture of physical activity and sports participation among students. This can lead to increased engagement in physical education classes, extra-curricular sports programs, and school-wide physical activity events. 	<p>£10 055</p>
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<p>Organising transportation to sports competitions: To use the funding to hire transportation services or cover the costs of travel for pupils to participate in inter-school sports competitions or events.</p>	<p>Pupils</p>	<p>Key Indicator two: Engagement of all pupils in regular physical activity</p> <p>Key Indicator three: The profile of PE and sport is raised across the school as a tool for whole school improvement</p> <p>Key Indicator four: Broader experience of a range of sports and activities offered to all pupils</p> <p>Key Indicator five: Increased participation in competitive sport</p>	<ol style="list-style-type: none"> 1. Physical Health: Participation in sports competitions encourages children to be physically active, promoting overall health and well-being. 2. Social Skills: Competing in sports provides children with opportunities to develop important social skills such as teamwork, communication, and sportsmanship. They learn how to work together towards a common goal, resolve conflicts, and support their teammates. Thus developing the "School Games Values." 3. Self-Confidence: Success in sports competitions can boost children's self-confidence and self-esteem. Overcoming challenges and receiving recognition for their efforts can help children develop a positive self-image and belief in their abilities. 4. Emotional Well-Being: Engaging in sports competitions can have a positive impact on children's emotional well-being. It provides an outlet for stress, helps reduce anxiety and depression, and promotes a sense of accomplishment and satisfaction. 5. Goal Setting and Resilience: Competing in sports teaches children the importance of setting goals, working hard to achieve them, and persevering in the face of setbacks. It helps them develop resilience, learn from failures, and bounce back stronger. 6. Healthy Competition: Sports competitions teach children how to compete in a healthy and respectful manner. They learn to respect opponents, follow rules, and display good sportsmanship, fostering a positive attitude towards competition. 	<p>£2000</p>
<p>Maintenance and upkeep of existing facilities. Astroturf Pitch Long Jump Pit Track</p>	<p>Pupils School Staff</p>	<p>Key Indicator two: Engagement of all pupils in regular physical activity</p> <p>Key Indicator three: The profile of PE and sport is raised across the school as a tool for whole school improvement</p> <p>Key Indicator four: Broader experience of a range of sports and activities offered to all pupils</p> <p>Key Indicator five: Increased participation in competitive sport</p> <p>Key Indicator two:</p>	<ol style="list-style-type: none"> 1. Increased Participation: A well-maintained AstroTurf multi-sports pitch provides pupils with a high-quality playing surface that can encourage increased participation in physical activities. Pupils are more likely to engage in physical activity when they have access to a safe and inviting sports facility. 2. Skill Development: The consistent and reliable surface of an AstroTurf pitch allows pupils to develop their skills effectively. Pupils can practice dribbling, passing, shooting, and other techniques with confidence, leading to improved skill development and performance in sport. 3. Enhanced Safety: Maintaining an AstroTurf pitch ensures that pupils have a safe environment to play sports. The even surface reduces the risk of injuries compared to natural grass fields, providing a secure space for pupils to participate in physical activities. 4. Year-Round Availability: AstroTurf pitches are all-weather surfaces that can be used throughout the year, regardless of weather conditions. This means that pupils have consistent access to the pitch for sports activities, allowing for regular practice and games even during inclement weather. 5. School Pride and Engagement: A well-maintained AstroTurf pitch can instill a sense of pride in the school community and increase pupil engagement in sports activities. Pupils are more likely to participate in school sports events, 	<p>£4400</p>

<p>Equipment and Resources: new sports equipment, such as balls, bats, mats, and other resources to enhance the delivery of PE lessons and sports activities. This can help provide a wider range of sporting opportunities for students.</p> <ul style="list-style-type: none"> - Size 4 footballs - Adaptive equipment (50% tennis balls) 	<p>Pupils School Staff</p>	<p>Engagement of all pupils in regular physical activity</p> <p>Key Indicator three: The profile of PE and sport is raised across the school as a tool for whole school improvement</p> <p>Key Indicator four: Broader experience of a range of sports and activities offered to all pupils</p>	<p>competitions, and extracurricular activities when they have access to quality sports facilities.</p> <ol style="list-style-type: none"> 1. Increased Engagement: New sports equipment can spark interest and excitement among pupils, motivating them to participate in physical activities and sports. The novelty of the equipment can make sports more engaging and enjoyable for students. 2. Skill Development: Different types of sports equipment can facilitate the development of various skills among pupils. For example, new balls, bats, or nets can help improve coordination, accuracy, strength, and other physical abilities, enhancing overall skill development in sports. 3. Variety of Activities: Introducing new sports equipment can offer pupils a wider range of sports and activities to explore. Having access to diverse equipment allows students to try different sports, discover new interests, and engage in a variety of physical activities to promote overall fitness and well-being. 4. Inclusivity: New sports equipment can cater to a diverse range of abilities and interests among pupils. By providing a variety of equipment options, schools can create inclusive environments where all students feel encouraged to participate in sports and physical activities. 5. Teamwork and Collaboration: Using new sports equipment in group activities promotes teamwork, communication, and collaboration among pupils. Working together to achieve common goals, such as scoring points or winning games, helps develop important social skills and fosters positive relationships among students. 	<p>£388</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
PE Lead to complete Level 5 AfPE Award	<p>The qualification equipped the PE lead with advanced teaching techniques and strategies specific to physical education in primary schools, leading to improved delivery of PE lessons and better engagement of pupils. With a higher level of qualification, the PE lead felt more confident in their abilities to plan and deliver high-quality PE lessons, positively impacting their teaching approach and interactions with pupils. This opened up opportunities for career advancement within the field of physical education, setting a positive example of continuous learning and growth within the school community. The qualification provided insights into curriculum development, allowing the PE lead to design and edit effective and engaging PE provision that met the needs of pupils. Collaboration opportunities with other staff members enhanced our PE provision, promoting a cohesive approach to physical activity and well-being. The PE lead's introduction of innovative teaching methods and best practices in physical education, supported by the Level 5 qualification, benefited pupils and staff alike, fostering engagement in physical activity. Additionally, the PE lead provided valuable support and guidance to other staff members, sharing knowledge and resources to help improve teaching practices in physical education.</p>	
Liverpool School Sports Partnership enhanced membership and coach to team teach and upskill staff.	<p>LSSP provided CPD opportunities aimed at enhancing the skills and knowledge of teaching staff in delivering physical education. Being part of LSSP allowed the PE lead to collaborate with colleagues from other schools, sports coaches, and experts in the field of physical education. LSSP offered a range of services, such as POWER, balanceability, PALS. This provided a more comprehensive physical education provision for pupils. By participating in extra-curricular activities and sporting competitions/events, this helped to promote a culture of physical activity and sports</p>	

<p>Organising transportation to sports competitions:</p>	<p>participation among students. This led to increased engagement in physical education classes, extra-curricular sports programs, and school-wide physical activity events.</p> <p>Participation in sports competitions encouraged children to be physically active, promoting overall health and well-being. Providing children with opportunities to develop important social skills such as teamwork, communication, and sportsmanship. They learned how to work together towards a common goal, resolve conflicts, and support their teammates, thus developing the "School Games Values." Engaging in sports competitions had a positive impact on children's emotional well-being. It provided an outlet for stress, helped reduce anxiety, and promoted a sense of accomplishment and satisfaction.</p>	
<p>Maintenance and upkeep of existing facilities.</p>	<p>A well-maintained AstroTurf multi-sports pitch provided pupils with a high-quality playing surface that encouraged increased participation in physical activities. The consistent and reliable surface of an AstroTurf pitch allowed pupils to develop their skills effectively. Pupils could practice dribbling, passing, shooting, and other techniques with confidence, leading to improved skill development and performance in sport. Also, it ensured that pupils had a safe environment to play sports. The even surface reduced the risk of injuries compared to natural grass fields, providing a secure space for pupils to participate in physical activities. As it astroturf is an all-weather surfaces, it could be used throughout the year, regardless of weather conditions. This meant that pupils had consistent access to the pitch for sports activities, allowing for regular practice and games even during inclement weather.</p>	
<p>Equipment and Resources</p>	<p>Different types of sports equipment facilitated the development of various skills among pupils. For example, new balls, helped improve coordination, accuracy, strength, and other physical abilities, enhancing overall skill development in sports. Having access to diverse equipment allowed students to try different sports, discover new interests, and engage in a variety of physical activities to promote overall fitness and well-being and catered to a</p>	

	<p>diverse range of abilities and interests among pupils. By providing a variety of equipment options, schools created inclusive environments where all students felt encouraged to participate in sports and physical activities.</p>	
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Swimming Data


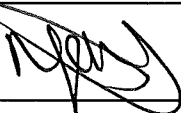
Meeting National Curriculum requirements for swimming and water safety.

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?	84%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	65%	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	97%	

<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>Via the Level 5 AfPE Primary PE course.</p>

Signed off by:

Head Teacher:	(Name) 
Subject Leader or the individual responsible for the Primary PE and sport premium:	Niamh Fay PE Lead 
Governor:	(Name and Role) PAT MOLONEY Chair of Governors
Date:	11 TH July 2024