



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 (2023/2024)

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

Activity/Action	Impact	Comments
Increase in physical activity for pupils Pupils to be more active during playtime and lunchtime through coach delivered sessions in Key Stage 2.	Children are actively engaged in meaningful activities during their free play at lunchtime, facilitated by the use of appropriate equipment.	Play equipment and PE equipment monitored to ensure it is replaced.
Purchase of a range of PE resources for pupils to use independently and engage in physical activity.	PE cupboard is audited and replenished to facilitate the teaching of PE and access extracurricular activities.	New equipment will be required for playground leaders.
Develop a sports and health week - regular other ways to engage in physical activity such as Rock and River, 'Drumz Aloud' and 'TriKidz'.	Children were engaged in these activities, and it provided and opportunity to experience new challenges.	Regularly review races and activities to encourage competition.
All children have the opportunity to compete - Sports Day held in the Summer Term	Sports day was completed with all children participating and was well supported by parents.	
Pupils are aware of the importance of PESSPA (Physical Education, School Sport and Physical Activity)	Pupil voice shows that children are aware of the importance of school sport and remaining active.	


<p>Teachers to team teach with PE specialist coach and jointly adapt planning to meet needs of individual cohorts.</p>	<p>Where best practice is observed, PE specialist team teaches with the class teacher.</p>	<p>Continue to monitor that teachers are engaging with and planning alongside the sports coach.</p>
<p>Staff to continue to use PE Passport. Teachers to use PE Passport for evidence.</p>	<p>PE passport has been renewed - staff have the capacity to cover the skills in alternative ways as long as the curriculum is followed.</p>	<p>Add Max Whitlock gymnastics.</p>
<p>Staff to work with specialist coaches from South Ribble for Dance and Gymnastics.</p>	<p>Staff worked alongside specialist teachers for a block of dance. This was effective in engaging boys and girls and simplifying the dance scheme.</p>	<p>Teachers to now take ownership of this.</p>
<p>Provide top up swimming lessons as required and remodel swimming provision to begin swimming lessons earlier in line with latest 'Swim England' recommendations.</p>	<p>Top up lessons were offered to Y6 cohort that allowed more children to reach the expected standard.</p>	<p>Continue to monitor.</p>
<p>Ensure participation in a range of festivals and dance events run by South Ribble. Investigate further links with local sports teams following festivals and extra-curricular events.</p>	<p>School participated successfully in all events. Winning the girls football and bowling competitions.</p>	<p>Sports coach to continue to arrange activities and monitor participation. Develop parental links to ease transport issues.</p>
<p>Engage with all inter- sport competitions - TA3 to organise and coach at the events.</p>	<p>Sports coach has been highly effective in organizing and supporting our participation in events.</p>	
<p>Greater recognition of competition in assembly/worship and in communications with parents.</p>	<p>Greater recognition has been given to pupils achievement in news letters and electronic updates.</p>	
<p>Ensure children can be transported through staff cars or other transport.</p>	<p>Pupils have been able to attend all events.</p>	

Key priorities and Planning

This planning template will allow schools to accurately plan their spending.

<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p>	<p>Percentage of total allocation:</p>
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Intent:	Implementation:		Impact:	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Reappoint a specialist PE Teacher to deliver PE Curriculum and provide extracurricular activities, whilst developing CPD for staff.	Employ a PE specialist teacher to work alongside staff to allow for sharing good practice. PE specialist to support and promote a variety of after school clubs and sports competition opportunities.	£10 000	Support given to ensure high quality teaching and learning of the PE Curriculum delivered all children. CPD – Staff reported an increase in confidence when delivering PE. Staff led extra-curricular after school clubs with increased confidence. (netball)	Continue to have high quality teaching and learning of the PE curriculum to be delivered to all children. Opportunities for extracurricular afterschool clubs working with targeted groups.
Buy-in to South Ribble Sports to enhance the delivery of Dance through quality CPD.	TBC	£4 500 (as part of South Ribble offer)		

Key Indicator 2: The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity per day in school.			Percentage of total allocation:
Intent: Created by: 	Implementation:	Impact:	



Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Pupils continue to be more active during play times and lunch times.	Inventing games with sustained physical activity in KS2, linked to curriculum and key events in the academic year, e.g. sports relief.	£500	UKS2 children taking an active responsibility in encouraging children to be physically active at play and lunch times.	Long-lasting resources
To promote girls' football in UKS2 and raise the profile of girls' sports.	Sports coach and PE lead to organize 1 weekly session comprising of 45 minutes high quality sessions, promoting a range of clubs. Providing links to local clubs within the community.	£0	Girls able to access the outdoor provision (MUGA) with confidence	
Increase engagement at play times and lunch times	PE Lead to plan a timetable so all classes experience a range of sports at lunch. Sports Coach to be present at lunch and engage the children, leading 30 minute sessions.	£500	All children in KS2 provided with daily physical activity opportunities. Improved standards of dodgeball, netball and football.	With continued investment in our PE teacher, high quality sessions can be maintained.

Key Indicator 3: Profile of PE and sport is raised across the school as a tool for whole-school improvement.			Percentage of total allocation:
Intent:	Implementation:	Impact:	

Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Host an annual School Games Day involving all children.	Organise and plan school games day for KS1 and for KS2 children to take part in during the Summer term.	Free –part of PE Specialist Teacher and link with local high school.	All children from Reception to Year 6 took part in an annual sports day where they competed in a variety of athletic races against their peers. Y6 Sports leaders supported in the delivery of the school sports days	Continue to liaise with secondary schools to provide Sports Leaders to support with the running of sports day.
Prominent notice boards in both key stage halls to raise the profile of PE and Sport to all pupils, staff and visitors.	Notice boards regularly updated		Profile of PE at school is very high and reinforced by the PE display.	
Sports events and achievements are celebrated through social media	Seesaw used to celebrate recent sporting events. It also used to share curriculum PE lesson activities.			
Effective use of Sports Leaders across all key stages.	Sports Leaders to produce own certificate for celebration worship	£20		

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.				Percentage of total allocation:
Intent:	Implementation:		Impact:	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Children experience a range of sports not normally part of their curriculum coverage	Specialist sports coach to organize 'festivals' once per half term.	£300 for resources.	Children broaden their experience of sports beyond curriculum coverage.	School builds resources and expertise in a range of sporting areas.

Key indicator 5: Increased participation in competitive sport.				Percentage of total allocation:
Intent:	Implementation:		Impact:	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
All age groups to have the opportunity to engage in both Inter and Intra competitive sport.	Specialist sports coach/PE lead and HT to ensure that children are taken to events. SSC/PE to organize Intra school events for those not selected to take part.	£800 – Part of SL agreement with South Ribble	All Year groups to enter and participate in competitions organized at a borough and district level by South Ribble. Sports Day + Other house competitions. E.g. Lunchtime football league in the summer.	Continue to develop intra sports to boost the profile of PE. Encourage leadership of children in Y5 to further organize this.

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
<p>Increasing the prominence of PE.</p> <p>Increase Participation in Sport.</p> <p>Increase the profile of girls football.</p>	<p>School has entered and celebrated the achievements of pupils in almost every event run by South Ribble Sports team.</p> <p>All age groups have entered at least one tournament or competition.</p> <p>Children are excited to be selected to represent school.</p> <p>The head teacher shares achievements in his weekly communication with parents.</p> <p>The girl's cricket team will be competing at the county finals.</p> <p>Participation at after school clubs continues to grow. (88% of children attend either a lunch or after school club).</p> <p>86% of PP children attend at least one after school club or lunch club.</p> <p>88% of SEND children attend at least one after school or lunch club.</p>	<p>School will continue to develop the range of activities it offers to each age range.</p> <p>Maintain the use of the MUGA for girls football.</p>

	<p>Girl's football is extremely popular. Over 90% of girls have participated in using the MUGA.</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?	78%	<i>Pool space was at a premium due to the refurbishment of our local swimming pool.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	82%	<i>One child in the cohort was confident using a range of strokes but failed to achieve 25m.</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>78%</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>No</p>	<p><i>Data is in line. Children were offered further top up sessions in Y5.</i></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>No</p>	<p><i>Previously the PE lead was trained by LPDS to teach swimming and has attended the swimming lessons of all classes.</i></p>

Signed off by:

Head Teacher:	<i>Mr J Atherton</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Mr S Dunn</i>
Governor:	<i>Mr Hammersley</i>
Date:	23/6/25