



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 and Expenditure
Support from outside sporting agencies to up skill staff in areas which they identified on a staff questionnaire.	Improved knowledge of staff members with high quality support throughout lessons. Teachers had the opportunity to observe good practice of other teachers in a variety of different year groups. Questionnaire identified the strengths and weaknesses of staff so that relevant support was put in place. Observations of lessons ensured all pupil were taught high quality PE lessons.	Another questionnaire carried out at the end of the academic year 2023 to identify areas of support linked to the new curriculum; gymnastic identified. Staff will be supported with delivering high quality gymnastics lessons. £12,500

<p>After School Club Coaching High quality resources</p>	<p>Purchase of additional PE resources to support PE sessions. All sports and activities taught in PE sessions are fully resourced. All individuals have accessed sufficient resources and are able to engage fully in lessons.</p> <p>All pupil have the opportunity to attend breakfast clubs and after school clubs to experience working as a team and try a variety of different sports.</p>	<p>Pupil voice 2023 to discuss different sports which they would like to try after school in 2024. Pupil help to identify the different activities which they would like to play during active playtimes and PAL's identify the equipment needed for their games.</p> <p>£4,450</p>
<p>Raising the profile of PE</p>	<p>Sainsburys School Games Award-Gold. Pupil offered a variety of different sporting experiences and clubs.</p> <p>PE Passport used to identify the pupil who are not physically active and struggle to engage in PE or after school clubs and target them based on their interests.</p> <p>We have entered a variety of inter school competitions during this academic year, such as; KS1 Multi Skills, KS1 KS1 Football Skillz, Year 3/4 Mul8 Skills, Year 3/4 Inclusion Mul8 Skills, Year 3/4 Football, Year 3/4 Football, Year 3/4 Girls Football, (2022/2023) Created by: Football, Year 5/6 Girls Football, Year 3/4 B Team Football, Bee S8ngers Netball Wyre & Fylde, Year 5/6 Inclusion Glow Dodgeball, Year 5/6 Quadkids Athle8cs & Year 5/6 Orienteering.</p>	<p>Look to discuss with schools close by to encourage more friendly based competitions.</p> <p>£1021</p>

<p>Broader range of sports offered to pupil</p>	<p>Opportunities provided for pupil with SEND, the least confident have been invited to attend after-school clubs. Sports coaches employed and provided age and stage appropriate extra-curricular sporting opportunities which improved sports skills in pupil through increased opportunities in school School entered many competitions to support pupil in sporting festivals/ competitions. Equipment continues to provide opportunities during break and lunchtimes.</p>	<p>Pupil voice to identify different sports which they would like to try. £2500</p>
<p>Increased participation in sports</p>	<p>After school clubs planned in advanced and run by outside coaches to support pupil in preparation for the competitions. Transport provided to the competitions.</p>	<p>Pupil voice to identify what competitions pupil would like to attend 2023-2024. £900</p>

<p>2022 -2023 Allocated Funding</p>	<p>£21,471</p>
<p>2022 -2023 Expenditure</p>	<p>£21,471</p>

2023 -2024 Allocated Funding

£18,580

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>Provide gymnastics CPD to teachers through the use of a specialized sports coach to develop teacher and support staff confidence and knowledge in the delivery of gymnastics.</p> <p>Swimming CPD Lancashire training to support the pupil swimming this</p>	Teaching and support staff	Increase confidence, knowledge and skills of staff in teaching PE and sport (with a focus on gymnastics)	<p>Staff are confident in teaching all aspects of the PE curriculum, including gymnastics, to a high standard without the assistance of specialised coaches. Teachers and support staff have the knowledge and skills of the progression of gymnastics throughout the primary phase.</p> <p>Staff to feel confident when delivering swimming sessions and can confidently begin to assess and</p>	<p>£4000 – AG Coaching</p> <p>£400- Lancashire Swimming course and teaching materials.</p>

<p>academic year. Teacher to attend course at the beginning of the academic year.</p>			<p>support swimming coach. Teacher to begin to implement the swim school lesson plans when delivering swimming lessons.</p>	
<p>Provide pupil with the opportunities to access extra-curricular activities including Go Velo, Bike ability, after school clubs, dance competitions. Go-Velo teacher training course, specialized dance teacher, pupil voice for after school clubs.</p>	<p>Pupils Teachers Extra-curricular activities Teaching assistant</p>	<p>Broader experience of a range of sports and activities offered to all pupils. Engagement of all pupils in regular physical activity.</p>	<p>Pupils will be offered a wide range of opportunities to access different sports- pupil voice to allow pupil to decide different clubs. (tag rugby, OAA, multi skills, athletics, football, girls' football) Support staff available for a club each week which will enable them to further develop their knowledge and skills to support other support staff and teachers. Go Velo course with bikes- questionnaire to parents beforehand to identify cycling abilities of KS1.</p>	<p>£3000- support staff for extra curricular activities, pupil voice for extra curricular clubs throughout the year, football training sessions, specialized dance teacher, Go Velo course.</p>

<p>PE passport support from trained consultant to ensure all staff can confidently assess pupil in all areas of PE. Particular focus on fundamental skills and gymnastics.</p>	<p>Teachers Pupils Support staff</p>	<p>The profile of PE and sport being raised across school as a tool for whole school improvement</p> <p>Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<p>Staff and support staff to feel confident with differentiating between a WT, EXP and GD and can confidently explain why they have assessed them at that. KS2 teachers to team teach with KS1 teachers to recognize fundamental skills to ensure they are continued to be taught through invasion games in KS2. Observations of lessons to discuss assessment and reasoning.</p>	<p>£2000 – PE Passport support from trained consultant and meetings with other schools to compare assessments. GJ to share knowledge through team teaching with other staff.</p>
<p>Provide pupil with experiences and opportunities to engage in competitive sport. Specialized dance teacher to deliver high quality sessions to a selection of pupil including, SEN, disadvantage, GD</p>	<p>Teachers Pupils</p>	<p>The profile of PE and Sport is raised across the school as a tool for the whole school improvement.</p> <p>Engagement of pupils in regular physical activity.</p> <p>Broader range of sports and activities offered to all pupils.</p> <p>Increased participation in</p>	<p>Pupils to represent school in the dance competitions. Supporting staff of dance lesson become more confident when delivering their class PE dance lesson. SEN, disadvantage and unconfident pupil encouraged to be part of the dance team.</p>	<p>£1000</p> <p>Specialist dance teacher</p> <p>Competition transport</p> <p>Football Kit</p> <p>Football transport</p> <p>Competition transport</p>

<p>dance and pupils who have been identified as requiring extra support with confidence.</p>		<p>competitive sport</p>	<p>Dance competition x2 at Blackpool Tower Ballroom Wyre School weekly football matches</p>	
<p>Encouraging pupil to become more physically active throughout the day, develop a love for exercising and encourage positive mental health.</p>	<p>Teachers Pupils Support staff</p>	<p>Engagement of pupils in regular physical activity Increased participation in competitive sport</p>	<p>Pupils to have opportunities to take part in active playtimes and increase their physical activity. Active 30 minutes each day to be provided by schools. Daily mile to be implemented and promoted throughout school. Pupil voice to discuss what they would like to play during playtime and lunch time. (focus on invasion games, net and wall games which they have already learnt how to play) PE ambassadors to support with questionnaires.</p>	<p>£2000 High quality resources Daily mile track mapped out Sign up to the daily mile</p>

			<p>PAL's and PE Ambassadors to be upskilled to lead clubs and playground games.</p> <p>Competitions to run throughout the year on the playground at lunch times.</p>	
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<p>Ensure pupils are offered the opportunity to participate in competitions and represent the school.</p>	<p>Pupils Teachers</p>	<p>Increased participation in competitive sports</p>	<p>Competing in sport teaches pupil how to cope with winning and losing; character development. Inter-school competitions to be held between the different phases, opportunities to attend competitions against other schools and dance competitions.</p>	<p>£2,500</p> <p>WFSP Sport premium offer- opportunities which pupils could participate in</p> <p>Transport to competitions</p>
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<p>Development of OAA to support PE curriculum and to offer cross-curricular activities. Map of the school grounds to encourage outdoor learning.</p>	<p>Pupils Teachers TA</p>	<p>Increased confidence, knowledge and skills of staff in teaching PE and Sport.</p> <p>Engagement of all pupils in regular in physical activity.</p> <p>The profile of PE and Sport is raised across th4e school as a tool for the whole school improvement.</p> <p>Broader range of sports and activities offered to all pupils.</p>	<p>Teachers to be upskilled in OAA and how to deliver this through the curriculum and PE intent. Teachers to up-skill Support staff through lessons so that they feel confident in delivering PE sessions.</p>	<p>£2680</p> <p>Specialised leader Map of the school grounds OAA equipment</p>
				<p>Total planned expenditure:</p>
				<p>£18,580</p>

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

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?	56%	Impact of Covid on swimming lessons and pupils who were water confident are now not and have found it tricky when going to the pool. Some pupils are body conscious and do not enjoy the swimming experience.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	56%	The pupils who are confident swimmers are able to demonstrate a variety of different strokes confidently.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>56%</p>	<p>Pupil who struggle with water confident and are non-swimmers were taught about the importance of water safety and how to implement certain strategies if they were in a situation where they needed to perform a rescue but could not perform it confidently. This academic year it is a focus for all pupil to be able to perform water safety.</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/No</p>	<p>Pupil who did not achieve 25m in their allocated swimming sessions, joined onto another group to continue to practice the different swimming strokes and increase their water confidence.</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/No</p>	<p>Teacher who supports with the swimming lesson has attended a swimming CPD course run by Lancashire.</p>

Signed off by:

Head Teacher:	Mrs J McKinnon
Subject Leader or the individual responsible for the Primary PE and sport premium:	Miss G Jackson
Governor:	Mrs C Williamson, Chair of Governors
Date:	January 2024