



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
<p><i>We must keep encouraging children to participate in regular physical activity.</i></p> <p><i>To increase children's resilience, happiness, and mental health.</i></p> <p><i>All of our children have the opportunity to take part in at least 60 minutes of activity in a day, where 30 minutes is rigorous. We'll continue to monitor in more depth the amount children are doing both in and out of school.</i></p> <p><i>Unhappy and unhealthy children will not learn effectively. This resulting in them not being able to achieve their full potential.</i></p>	<p><i>Our school community knows the impact that sport, PE and being healthy has on the children. All children have the opportunity to take part in 60 minutes activity with 30 minutes of this being vigorous through forest school sessions, 2 hour PE lesson a week and active break and lunch times.</i></p> <p><i>We understand that we can give children a positive outlook on sport and being active through many different opportunities that children will remember. If they have positive experiences with sport they will continue to want to engage in sport.</i></p> <p><i>We encourage children to be active from a</i></p>	<p><i>The objective will continue into the 2024/2025 school year.</i></p> <p><i>To improve further we will monitor activity outside of school for all school children after having success with one class. We will focus on active travel in more depth, looking into how we children can walk and cycle more and even park and walking to make it more active.</i></p>

We will be starting our course with OPAL to create active learning during play and lunch times.

young age and continue to do this outside of school. We have started to monitor the exercise children are doing outside of school, through MOKI bands. We want to continue to monitor this through the whole school as it having a positive impact on children being active away from school sport.

Teachers are beginning to make lessons that are not PE more active. Feedback from children is that they are enjoying learning more as they are up and about more. All children are learning the physical skills and habits required for a healthy and active lifestyle.

OPAL will allow all children to have active playtimes exploring different things to create positive outcomes.

<p><i>To maintain the platinum award for the school games mark.</i></p>	<p><i>Only schools who are displaying consistently high standards with their sports provision gain a platinum award and we have achieved this again and will continue to aim high. This is the highest accolade possible and this reflects the amazing range of sporting opportunities our children receive.</i></p>	<p><i>Achieved and we will continue to apply for platinum for the school year 2024/2025.</i></p>
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<p><i>For children to understand the school games values and Water Primary School's core values.</i></p>	<p><i>All children are made aware of the values and know the schools core values. This will be celebrated for all individuals and teams that show these values which are demonstrated in everything we do.</i></p>	<p><i>This has been achieved and will be embedded into the school year 2024/2025.</i></p>
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<p><i>To work with the SENDCO to ensure children with SEND are having equal opportunities.</i></p>	<p><i>We have had sessions that our SEND children can participate in alongside their PE sessions as these can be overwhelming for them. This means they are getting the correct number of active minutes. We have entered Panathlon events which focusing on SEND children.</i></p>	<p><i>This has been achieved with the opportunities SEND children have received this year and we will continue to do this in the next academic year.</i></p>
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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
<i>Burnley FC to work with children regarding equality and diversion and complete interventions based around sport.</i>	<i>SEN children who can benefit from an inclusion PE session to work on fundamental skills. They would struggle to access a whole class PE so by doing this they will have an inclusive PE session.</i>	<i>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</i>	<i>Pupils who can't access PE, are given the chance to access it through specialist help.</i>	<i>£375 for the half term</i>
<i>Rossendale Leisure Trust to work with SEN children and fine motor skills.</i>	<i>SEN children who can benefit from an inclusion PE session to work on fundamental skills. They would struggle to access a whole class PE so by doing this they will have an inclusive PE session.</i>	<i>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.</i>	<i>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</i>	<i>£94 per session for the half term x 2.</i>
<i>Extra swimming</i>	<i>Children who need extra support to be able to achieve</i>	<i>Key indicator 4 - Broader experience of a range of sports</i>	<i>Allows children the</i>	<i>Year 3/4 - £1900</i>

<p>lessons</p>	<p>their 25m in swimming. All KS2 children have weekly swimming lessons for a full term.</p>	<p>and activities offered to all pupils.</p>	<p>opportunity to regularly attend swimming and give them a higher chance of achieving their 25m.</p>	<p>Year 4/5 - £1900</p>
<p>Sports Week 2024</p>	<p>Ensuring all children can participate in an event outside of school during national sports week.</p>	<p>Key indicator 4 - Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Allows children to participate in sports they may not usually.</p>	<p>Grip and Go x 2 classes - £540 The Hill x 2 classes - £260 Burnley College - £170 Funda - £375</p>
<p>Rossendale School Sports Partnership</p>	<p>This gives us full time support from a school games organiser, staff CPD, play leader training, competitions/events/festivals, specialist sports coaches, inclusion events, young leader training, mental health champions training, free equipment loans.</p>	<p>All key indicators included as this offers us comprehensive PE and schools sports programme to develop PE.</p>	<p>This has given children so many different opportunities, which has had a huge impact on their PE at school.</p>	<p>Package =</p>

Equipment	Range of equipment to use in PE.	Key indicator 4 - Broader experience of a range of sports and activities offered to all pupils.	Children enjoying different sports.	£23.61
OPAL	Gives children outdoor learning during break and lunch times that ensures children are active and having fun outdoors.	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.	Starting to see children using their imaginations and becoming creative in the wonderful outdoors.	£5500
A range of afterschool clubs	Giving children the opportunity to participate in a wide range of sport through afterschool clubs.	Key indicator 4 - Broader experience of a range of sports and activities offered to all pupils.	Children becoming more active by participating in more sports which helps to improve their active minutes.	Alexis (martial arts) - £36 x 13 weeks Dance - £50 x 9 weeks RSSP - £7450

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>To extend the amount of physical activity in a day.</p>	<p>Achieved. This year, we have focused on active travel to and from school. We have aimed to give our children 'transport independence and enabled them to walk, wheel or cycle on the school run.</p> <p>We recognised that 'the journey to and from school is an essential part of the school day for every child, and can improve their health and wellbeing.' We engaged with living streets tracker to track how children got to school and rewarded active travel with a badge.</p> <p>This has definitely improved this year and the number of children walking, cycling or using a scooter to school has increased. We have introduced a park and stride which allows those children who come by car to park up and walk some of their journey. This has had a massive impact and the data shows that this year 67% of our children are active on their way to school.</p>	<p>Miss Wilson will continue her 'Ready, Set, Move CPD' with a focus on</p> <p>To actively encourage all staff to use both indoor and outdoor environments to incorporate physical activity into learning and play. Movement should be integrated into learning where appropriate and purposeful. It needs to be as much about learning as it does about moving.</p> <p>Full day timetable for yard, hall and club room. Zone sections on yard.</p> <p>Music in yard.</p> <p>Active breaks (cones)</p> <p>Equipment for yard and playleaders. Motto – Sit less, move more!</p> <p>Pupil voices (sample from each class) - What does being active mean to you? Do you enjoy learning? What does a usual lesson look like? Describe a fun lesson. Describe an active lesson. Describe a boring lesson, when do you learn best?</p> <p>To continue with break time and lunch time monitoring. To monitor active learning in other subjects.</p>

<p>To continue to increase teacher's confidence, knowledge and skills in order to ensure all of our pupils continue to receive High Quality teaching and learning in PE.</p>	<p>Achieved. A high-quality physical education curriculum inspires all pupils to succeed and excel in a range of physical activities, competitive sport and other physically-demanding activities.</p> <p>Children have positive attitudes to PE and report that lessons are fun, exciting, enjoyable and engaging. Children are making good progress in PE with a high percentage of children achieving ARE or above.</p> <p>PE monitoring evidences that all teachers have the confidence, knowledge and skills to ensure all of our pupils continue to receive High Quality teaching and learning in PE.</p> <p>Miss Wilson completed a staff training sessions with expectations in PE and the use of PE Passport.</p> <p>All teachers are confident in teaching and assessing fundamental movement skills. All PE teaching staff are using the Lancashire schemes of work. Effective and regular monitoring and evaluating of PE is evidencing that children are making at least expected progress in all areas of the PE curriculum, with many examples of accelerated progress. PE teaching staff have got everything they need (equipment) to deliver high quality PE to every class.</p>	<p>Miss Wilson has spoken to teachers and broken breakdown the PE assessment data to find out which area of PE the children aren't making as much progress in.</p> <p>It became evident that 'gymnastics' was an area that most children don't perform as well in so this will be a focus for next year. Children particularly struggle with different movements they have been exposed too. Miss Wilson will give teachers some adapted strategies as well as looking into a staff training session on this.</p>
<p>To continue to provide positive, memorable experiences in PE, sports and other physical activities.</p>	<p>Achieved. This year we have ensured we entered a wide range of competitions for children, both competitive and non-competitive. The children have got to endure many memorable experiences. We have made sure all children have had the opportunity to represent school and participate in a wide range of sports at school through lunch times and after school clubs. WE made sure all classes got to have a go at a different type of sport through our school sports week. This included skiing, tubing, climbing and golf. Sports week creates</p>	<p>Going forwards, we will continue with our school sports week to ensure children are getting many positive and memorable experiences. We will continue to enter a variety of school competitions to ensure all children get the opportunity to represent school and gain more positive experiences.</p> <p>We will encourage children's families and the wider community to support physical activity outside of school, by providing links to local clubs, play</p>

<p>To ensure all children with SEN and/or physical disabilities are given regular, meaningful and positive experiences of sport, PE and physical activity.</p> <p>To raise attainment in swimming by funding top-up swimming sessions. Children will go swimming from Year 3 to Year 6.</p>	<p>many memories for children through sport and allows them to gain many positive experiences.</p> <p>Achieved. All children with SEN and/or physical disabilities are given regular, meaningful, memorable and positive experiences of sport, PE and physical activity.</p> <p>All children with SEND have participated in a sporting event either in or out of school this year. This has included inclusion events, festivals, competitions, transition events and other opportunities. Many, have taken part in many more.</p> <p>Achieved. The pool has ensured we now have 100% of children participating in swimming and the children are active for a sustained period of time.</p> <p>We have inspired a love for swimming at an earlier age and children have really enjoyed this memorable, fun learning experience.</p> <p>All children have had positive, memorable experiences in swimming. All children have enjoyed the pool. All children have improved their swimming techniques. All children have been taught how to be safe in and around water.</p>	<p>organisations and other community organisations.</p> <p>We aim to host our own SEN event in the next year.</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?	81%	<i>Use this text box to give further context behind the percentage. e.g., 30% - we are struggling to get pool space due to our local pool closing so we have had to use a much smaller local school pool. We have had to limit the number of pupils attending swimming lessons during one term which means some pupils have attended fewer swimming lessons than others.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	50%	<i>Use this text box to give further context behind the percentage. e.g., Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2024</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>81%</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>Yes/No</p>	<p>We have started to send children swimming for a full term in Year 3,4,5 and 6.</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>	

Signed off by:

Head Teacher:	<i>Elizabeth McKay</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>O Wilson – PE Lead</i>
Governor:	<i>John Dawson – PE Governor</i>
Date:	20 th July 2024