



# 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
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Increased participation of SEND and PP pupils in after school clubs.	Pupils have enjoyed the opportunity to take part in after school clubs and then represent St Philips at different events.	
Inter and intra school competitions - entered into more competitions and organised friendly football matches to ensure all pupils who attend football club take part in competitive sport.	Pupils have thrived when representing St Philips.	Organise friendly events earlier in the year in future to offer more dates.
Forest School - every year group to have a half term of Forest School sessions.	‘Forest Rangers’ sessions have given pupils the opportunity to take part in activities they wouldn’t usually be able to. Behaviour has improved and enthusiasm is high.	Continue to offer Forest School sessions to all pupils.
Ability days - SEND pupils attended ability days	All pupils reported high levels of enjoyment taking part in the ability days.	

## 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
Swim top-up	Pupils who did not meet the National Curriculum Requirements previously.	Key Indicator 3	Importance of swimming. Skills for life.	£2000

Supply for EH	Whole school improvement through staff CPD - increased confidence, knowledge and skills.	Key Indicator 1	Support for wider PE team - share learning and feedback to PE leads.	£426 - 2 days
Involvement of SEND and PP in extra-curricular clubs	PP and SEND who do not attend sports clubs. Ensure there are enough allocated spaces in each club to allow for these pupils.	Key Indicator 2	All pupils have been given the same opportunity to access sports clubs.	£1000
Inter-school competitions	Competitions identified that match our curriculum map. Pupils chosen based on aspire/inspire and celebrate.	Key Indicator 5 Key Indicator 2	Children have taken part in a range of sports competitions. Gymnastics team participated against other schools in School Games in KS1 and KS2. All pupils who attend football club have taken part in tournaments or matches. Children show pride in representing the school.	Part of WASSP membership.
Intra-school competitions	All lesson plans are progressive. Final lesson of each unit includes a competitive element.	Key Indicator 5 Key Indicator 2	Enthusiasm is shown by all pupils participating in competitions.	Cost of supply for subject leader.
Livewire Membership	Pupils will be able to access more competitive games. PE lead will have more knowledge of how local schools are targeting	Key Indicator 1	PE lead will pass on any CPD or links to other schools. Maintain communication to provide more experiences for the pupils.	£971

	challenges.			
Forest School	<p>Pupils will gain knowledge and understanding through developing an interest in the natural surroundings and build on their respect for the environment. Through freedom and space to learn, pupils will develop confidence in their independence. They will show an increased awareness of the consequences of their actions on peers through group activities. Pupils will show better concentration for longer periods of time both during forest school sessions and on their return to the classroom. Communication skills will develop through the variety of sensory experiences on offer. Physical stamina and gross and fine motor skills will be developed.</p>	Key Indicator 4	<p>Reception, Yr 1, Yr 3 and Yr6 have participated in Forest school for at least one half term. Children have gained confidence from taking on new challenges. Using cooperation and communication with their peers to build positive relationships with their class and teachers. Children are more in touch with their mental health and understand ways to support this by completing outdoor activities based on their interests. In reception, 96% of children met the ELG for fine and gross motor skills.</p>	£10,360

Warrington Wolves after school club	Increased knowledge in the game of rugby. Children can compete in simple games of rugby.	Key Indicator 4	Year 3/4 afterschool club potentially moving to Y5/6 to allow pupils to participate in full-contact competitions.	£750
Ability Days	SENDCo recommended a group of children to attend the ability days. They enjoyed being a part of a sports team who were invited to represent the school and thoroughly enjoyed taking part in the different sports and activities.	Key Indicator 2 Key Indicator 4 Key Indicator 5	Enter the ability day competitions again next year and allow more children the opportunity to take part. Subject champions to target all SEND children and provide teachers and Sport coaches with guidance to support in their lessons.	Included in WASSP membership
WASSP membership	Through the School Games Network, competitions will be participated in more frequently and support will be provided for the School Games Mark.	Key Indicator 2 Key Indicator 3 Key Indicator 4 Key Indicator 5	Continue membership. Enter teams into new competitions next year. After school clubs to be linked to competitions. Look at timetable for next year and ensure we have availability for children to attend all.	£977
School Games	KS1 and KS2 children have participated in competitions through School Games.	Key Indicator 3 Key Indicator 5	We have now achieved Silver School Games Mark. Aim to achieve Gold next year.	£280

Transport to competitions	Children were able to participate in competitions and tournaments outside of school that we had been invited to.	Key Indicator 5	Sustainability will be met through the use of the school minibus rather than hiring coaches for transportation.	£1600
PE Equipment	Equipment bought to support individual pupils in school, including SEND children to support them to achieve whilst taking part in physical activity. More equipment has allowed pupils to be more active in lessons - less waiting in lessons to share equipment.	Key Indicator 2 Key Indicator 3	More pupils active more regularly. Curriculum has been taught effectively with the correct resources.	£907 £1565.82
Shed	Resources are accessible for all physical activity. Promotes active lunch time and break times and increased the time pupils are active during lessons.	Key Indicator 2 Key Indicator 3 Key Indicator 4	Increased participation on playground. Look after current equipment and order more to support new children coming into school and for any changes in curriculum planning.	£2000

£22,836.82 total so far - £22,060



## 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
Progressed from bronze to silver School Games Mark.	More pupils participated in competitive sport throughout the year.	Proud of this achievement - raised the profile of PE and sport within school.
Swimming pool onsite - all pupils from year 3-6 have the opportunity to swim in Summer 2.	Higher percentage of pupils meeting the National Curriculum requirements.	Great achievement enabling all KS2 pupils to take part in swimming lessons.
Attended local partnership 'Road to Paris' for the first time where a group of pupils performed as part of the opening ceremony and then took part in the Quad Kids event.	Pupils enjoyed representing St Philips and had a new experience of different sports competing on a large scale against other local schools.	Sparked a 'magic moment' with some pupils realising their ability in certain sports - could lead to links with local clubs.

## 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?	71.43%	Knock on effect from Covid and high percentage of new starters have led to a low percentage of pupils meeting the targets.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	71.43%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>71.43%</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</p>	<p>Paid for on-site swimming pool. All pupils in Y5/6 have had top up lessons to get them close to achieving National Curriculum requirements.</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>	

Signed off by:

Head Teacher:	<i>Paul Stanley</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Emily Hardman</i>
Governor:	<i>Lee Herridge (Chair)</i>
Date:	<i>26<sup>th</sup> July 2024</i>