



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
<i>Renew subscription to 'Maths of the day and Active English' for Year 3 to Year 6. This is an active Maths and English program that can be used as a whole class, starter to a Maths/English lesson, to differentiate during main independent activity of Maths lesson or as an intervention program to plug gaps or be used to consolidate any misconceptions in pupil knowledge. Using this regularly will raise the engagement of all pupils in regular physical activity.</i>	<i>Heatmaps indicate the continued maintained impact that this additional active time has had on all pupils. The number of minutes on average every child has been active according to heatmaps has been maintained, over above the national expectation. -KQ has conducted lesson drops ins to ensure the quality of the sessions delivered is high. -Pupil voice and feedback from staff and children.</i>	<i>Subscription and resources to be repurchased.</i> <ul style="list-style-type: none"> <i>Monitoring of class timetables to take place.</i> <i>Creation of heatmaps.</i> <i>Session drop ins to take place according to the monitoring and evaluation calendar.</i> <i>Use to be monitored and tracked by class teachers, impact to be assessed.</i>
<i>Play leader training for Year 6 pupils</i>	<i>Year 6 play leaders have fully enjoyed the responsibility and developed teamwork, communication and leadership skills throughout the year. KQ- Observed lunchtimes and supported each child with</i>	<i>To continue next year with the name 'Sports Leaders' to offer further training so children can help with running clubs after school, PE lessons and sporting events eg. Sports Day, commonwealth</i>

<p><i>Enrich Education: Quidditch Games Year 3-6 All children can develop their skills and knowledge of the game of Quidditch from the Quidditch tournament.</i></p> <p><i>Enrich Education: Orienteering (Whole School Event) Year 3-6 Building on, teambuilding- teamwork, leadership, and communication skills.</i></p> <p><i>Specialist Coaching: In-order to improve the impact of progress and achievement of all pupils, key focus is to provide carefully identified, relevant and high quality CPD to upskill staff to ensure quality first teaching and coaching for all pupils across the school during curriculum and extra-curricular activities.</i></p>	<p><i>leading games and activities. All children engaged and improved behaviour throughout lunch times. Discussions with lunch time supervisors, very positive. Pupil voice and feedback positive.</i></p> <p><i>All children participated and engaged during lessons. -Pupil feedback was very positive. -Engagement was high. -Clear progression and development of a new skill.</i></p> <p><i>Specialist coaching delivered across a variety of year groups. Year 3 and 5 participated in rugby and cricket lessons. Feedback from parents was exceptionally positive. -In year groups where this has taken place significant impact has been seen, staff have continued to gain a better understanding of the strategies needed to deliver high quality rugby and tennis lessons and afterschool clubs. -Children have received high quality</i></p>	<p><i>day and help during lunch times. Communicate with the feeder high school, Hope Academy and invite their sports leaders in to work with our children to deliver a range of sporting activities. To continue to gain training from the St. Helens sports development coach (DB) to train the next set of sports leaders. Train all Y6 children if possible.</i></p> <p><i>To be implemented into the curriculum PE lessons.</i></p> <ul style="list-style-type: none"> <i>• Preparation for future intra and inter competitions.</i> <i>• Staff training.</i> <i>• Whole School- enjoyment and event.</i> <p><i>Strategy will be included in next academic year. Sustainability to continue to provide high quality CPD for staff, increasing their knowledge, confidence, and skills. Continue with monitoring activities, pupil voice, monitoring engagement levels, monitoring and tracking progress and impact.</i></p>
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<p><i>Provide renewal of planning resources for all teaching staff to ensure high quality first PE curriculum sessions and extra-curricular activities. Use to build confidence of SEND pupils who need a sensory diet.</i></p>	<p><i>provision that has had a significant impact. -number of children playing competitive rugby and representing local rugby teams has maintained at a high standard. -Pupil voice conducted by KQ showed significant impact -Staff feedback has had a significant impact and positive.</i></p> <p><i>Throughout the year, a number of curriculum development and evaluation meeting have taken place, the planning resources have provided support and clarity to the ongoing curriculum development ensuring that the curriculum and wider pe and sport provision is of a high standard and is challenging for all groups of learners. Teaching staff and teaching assistants have continued access to high quality skills based progression planning. The quality of extracurricular clubs and sessions delivered by our staff have continued to be improved significantly due to additional planning resources, due to this pupils have assessed high quality free extra-curricular club at both dinner and lunchtime across the year.</i></p>	<p><i>Continue with Strategies. Look to develop the use of SENSory Skills feature and how this can be used to support children with SEND. Monitor impact, include case studies. Conduct pupil voice. Ask staff to complete a skills audit.</i></p>
<p><i>Spanish Day-Dance Days-flamenco for all children to participate in crosscurricular learning.</i></p>	<p><i>All children participated in this event.</i></p> <ul style="list-style-type: none"> <i>-Cross-curricular learning</i> <i>-Dance</i> <i>-Engagement was high</i> 	<p><i>Booked next year for the whole school 2023/24</i></p>

<p><i>Shapes</i></p> <p><i>To continue to promote and introduce additional competitive sports in and outside of school. To increase % based upon last academic year, the number of children who participate in intra and inter competitions.</i></p>	<p><i>-Children development new skills</i></p> <p><i>-Well-being promoted throughout the day.</i></p> <p><i>In school we held a number of intra tournaments, as a whole school, year groups and class. These included football, multi skills, Pupil feedback was very positive. Children enjoyed the opportunity to compete in competitive sport they take pride in representing their class, year group and school. Children are confident In verbalising our PE and Sport charter value.</i></p>	<p><i>Continue with higher tier SLA. Continue to use My School Games Tracker to log intra and inter tournaments. Continue to develop the use of whole school celebration of PE and Sports Events like our summer festival.</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>Introduce lunchtime sport sessions/activities for pupils.</i>	<i>Lunchtime supervisors / teaching staff, coaches - as they need to lead the activity pupils – as they will take part.</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. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</i>	<i>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</i>	<i>£1140</i>
<i>School to subscribe to the SHAPES council sports offer. This provides the school with level 2 and level 3 competitions as well as extra sporting opportunities for</i>	<i>All children who agree to participate in school sport at local level (level 2) and beyond (level 3).</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</i>	<i>Increased numbers of children accessing competitive sports. Aspire (competitive) competitions encourage children to achieve the best they possibly can. Inspire competitions</i>	<i>£799</i>

<p><i>target groups of children (e.g. less active children). Mrs Quirk to keep record of children attending each competition/event and share with teacher so as many children as possible can be selected not just the more active children.</i></p>		<p><i>school.</i></p> <p><i>Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p> <p><i>Key indicator 5: Increased participation in competitive sport.</i></p>	<p><i>(enjoyment) encourage the children to enjoy the sport they are participating in with the view to them joining a club or trying this again in school. More celebrations (targeting the least active) competitions are about enjoyment and participation for the children who do not normally participate in sport outside of school or are the least engaged when it comes to physical activity.</i></p>	
<p><i>School to provide transport to local competitions and regional competitions were necessary.</i></p>	<p><i>All children who agree to participate in school sport at local level (level 2) and beyond (level 3).</i></p>	<p><i>Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p> <p><i>Key indicator 5: Increased</i></p>	<p><i>Increased activities levels within the children who attend competitions. Aspire (competitive) competitions encourage children to achieve the best they possibly can. Inspire competitions (enjoyment) encourage the children to enjoy</i></p>	<p><i>£1000</i></p>

		<i>participation in competitive sport.</i>	<i>the sport they are participating in with the view to them joining a club or trying this again in school.</i>	
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<i>Investment in the CPD of staff. This will include providing cover to release staff for professional development in PE and sport. Increased time allocated for CPD for staff.</i>	<i>Primary generalist teachers. Specialist coaches. This will allow staff to be best equipped to teach high quality Physical Education and school sport for years to come.</i>	<i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i> <i>Key indicator 5: Increased participation in competitive sport.</i>	<i>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, including teaching water safety and swimming and as a result improved % of pupil's attainment in PE.</i> <i>By raising expertise in staff and using high quality equipment – provides sustainable improvement. Staff questionnaires will show improved subject knowledge and confidence in teaching PE.</i>	<i>£13,680</i>
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<p><i>Share success and impact of spending of Sports Premium Funding with Governors – Presentation by PE Lead. Additionally, meet with link governor.</i></p> <p><i>Inform parents and families via the school app, Social Media and newsletter, keeping the profile high, about sport and having an active lifestyle.</i></p> <p><i>Invite inspirational sporting stars and local sporting heroes into school e.g. men & women from St Helens RLFC, including past pupils.</i></p> <p><i>Theme days to promote sport and</i></p>	<p><i>Teachers and coaches delivering the sessions. Children who will be taking part.</i></p> <p><i>School Governors are kept updated through meetings, PE lead feedback and working along side link governor.</i></p> <p><i>Children are able to see local stars/past pupils and learn how they worked hard, followed key principles linked to our school values and be seen as an inspiration to others.</i></p> <p><i>By using events such as the Euros 2024 and the Olympics to raise the profile of sport</i></p>	<p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i></p> <p><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></p> <p><i>Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p> <p><i>Key indicator 5: Increased participation in competitive sport.</i></p>	<p><i>All teachers benefitted from high quality equipment which enabled them to deliver outstanding PE lessons throughout the school year, into the next academic year and beyond.</i></p> <p><i>230+ children benefitted from quality equipment to ensure proper skill development.</i></p> <p><i>Quality equipment results in more children being active for longer periods of time and therefore high quality lessons being delivered.</i></p>	<p><i>£500</i></p>
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<i>healthy living</i>				
<p><i>Whole School Inter/Intra tournaments to be held throughout the year.</i></p> <p><i>Enrich Education: Annual Quidditch Orienteering Netball Football Rugby</i></p>	<p><i>Pupils taking part.</i></p> <p><i>Teachers involved-CPD Specialist trained coaches.</i></p>	<p><i>Key indicator 5: Increased participation in competitive sports.</i></p> <p><i>Key indicator 2: The engagement in all pupils in regular physical activity.</i></p>	<p><i>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</i></p> <p><i>Promoting increased participation in competition within our school.</i></p> <p><i>Promoting teamwork, leadership and communication skills across all sports.</i></p>	<p><i>£566 x 2 = £1132</i></p> <p><i>£500</i></p>
<p><i>Renew subscription to Primary PE Planning</i></p>	<p><i>Pupils who participate in PE lessons at school.</i></p> <p><i>Teachers who deliver the PE lessons as part of the national curriculum.</i></p>	<p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i></p> <p><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</i></p>	<p><i>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school.</i></p> <p><i>Pupils benefit from excellent PE lessons because of confident teaching. More pupils meeting their daily physical activity goal,</i></p>	<p><i>Half of £395.00 = £197.50</i></p>

		<p><i>minutes should be in school.</i></p> <p><i>Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p> <p><i>Key indicator 5: Increased participation in competitive sport.</i></p>	<p><i>more pupils encouraged to take part in PE and Sport Activities.</i></p> <p><i>All pupils across experiencing physical activity/education. (230+ children)</i></p>	
<p><i>Spanish Day-Dance Days-flamenco for all children to participate in cross curricular learning.</i></p>	<p><i>Spanish workshop booked and timetabled for summer term. Children to blog about the impact and positive experience Collect evidence to show the impact and progress of mental health, wellbeing, behaviour and resilience.</i></p>	<p><i>Key indicator 2: The engagement of all pupils in regular physical activity</i></p>	<p><i>All children participate in this event. -Cross-curricular learning - Dance -Engagement was high -Children development new skills -Well-being promoted throughout the day.</i></p>	<p><i>Approx. £500</i></p>
<p><i>Staff to run and facilitate free extracurricular clubs before/ after school available to all pupils</i></p>	<p><i>Target that all children are invited and attend at least 1 after school club.</i></p>	<p><i>Key indicator 2: The engagement of all pupils in regular physical activity.</i></p>	<p><i>All pupils having access to physical activity/education before / afterschool</i></p>	<p><i>Approx £500 equipment/time</i></p>

<i>Total Amount</i>				<i>Allocated £18,330.00</i> <i>£20,343.50</i>
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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
Supporting children in gaining more confidence in swimming.	Less confident swimmers in year 6 attended 'booster' swimming sessions during the last term. Pupil voice showed that 100% of the children felt more confident after attending the sessions.	Continue to identify the least confident swimmers so that they can participate in the 'booster' swimming sessions to develop their confidence.
Extracurricular clubs provided by specialist teachers at lunchtimes.	Those children who do not attend extracurricular after school can be targeted to participate resulting in a higher uptake.	Continue to identify those children who do not attend extracurricular after school clubs and ensure that they participate in at least one lunchtime clubs throughout the year.
Improving the quality of physical education teaching by allowing staff CPD opportunities.	Staff received CPD in athletics, striking and fielding and invasion games from specialist coaches on strategies to engage all children in PE.	Focus on increasing participation all children across the phases focusing on pupil premium and SEND. The results from a staff questionnaire shows that gymnastics is an area that needs further CPD.
Increasing participation in competitive sport both in inter and intra competitions.	All competition offered by SHAPES (St Helens Association for Physical Education & Sport) have been attended resulting in a larger number of children taking part in competitive competitions. The sports have	Continue to attend all competitions offered through SHAPES. Contact local school to create more regular tournaments.

	<p>ranged from football and netball to athletics and rounders and basketball.</p> <p>All children have taken part in the following Enrich Education: Annual Quidditch, Orienteering, Netball, Football and Rugby resulting in all children taking part in competitive sport.</p>	<p>Continue to work with Enrich Education.</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?	90%	<p><i>62% of the pupils achieved this with confidence at the end of Year 4 despite. We continued to send the pupils who lacked confidence, struggled to get into the pool and those classed as non-swimmers in Year 6.</i></p> <p><i>Due to this our percentage of those able to swim a distance of 25m rose a further 28% to 90% of the cohort being able to swim a distance of 25m.</i></p>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	62%	<p><i>62% of the cohort are confident in using front crawl and backstroke for a distance of 25m.</i></p> <p><i>38% of the cohort are able to use front crawl confidently but still required a pool noodle to help them with back stroke.</i></p> <p><i>Our pool does not assess breaststroke.</i></p>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>68%</p>	<p><i>68% of the Year 6 cohort were assessed in self-rescue techniques and were able to achieve these successfully.</i></p> <p>32% of the cohort were not as confident in these techniques with some of the children in this cohort not achieving 25m without using a floatation device.</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>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>	

Signed off by:

Head Teacher:	Mrs S Birchall
Subject Leader or the individual responsible for the Primary PE and sport premium:	Mrs K Quirk PE and Sports Lead and Year 5 teacher
Governor:	Mrs V Wells PE and Sport Governor
Date:	23.07.24