



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
Being part of the Burnley School Sports Partnership: - Staff CPD via the SSP - Coaching provided for 7 classes - Involvement in a range of intra-school sporting events involving other schools in the Burnley School Sports Partnership - Training for play leaders and Mental Health Champions - Fundamental Movement Skills intervention for x16 Year 3 pupils. - 5 hours of physical, personal and mental health development for 40 Year 6 pupils. Purchasing new playground, PE and active school equipment. Catch-up swimming for Years 4 to 6, and promotion of the importance of swimming across the whole-school. Use of PE Passport to develop confidence for the teaching and assessment of PE. Engaging pupils with regular physical activity through high-	-Increased confidence with staff when teaching PE. -Many children from across Key Stages have been involved with intra-school events, both competitive and also for skill development. -Playleaders successfully supporting and planning games for KS1 at lunch-times. - 7 classes participated in high quality coaching sessions. - 16 Year 3 pupils progressed further with their Fundamental Movement Skills - Mental health champions prepared with strategies to support younger pupils with social and emotion problems at play-times. - Year 6 pupils have developed strategies to support their personal development as they transition into Secondary School. - Children have access to the equipment needed to complete the skills being taught during PE as well as encouraging children to be physically active during play-times. Some resources have been provided to classes for the development of active learning	Continue as part of the Burnley School Sports Partnership, as this provides the necessary CPD for staff and broadens pupils experiences of a range of sports and physical activities. Continue to utilise the extensive knowledge and skills of our School Sports Ambassadors to promote school sports during break-times and after-school sports clubs. Ensure effective storage and safe use of the PE, sporting, playground and active learning equipment. Investigate Pools for Schools for the next academic year.

<p>quality PE, active play-times, after-school sporting clubs and active learning within the classroom.</p>	<p>strategies during cross-curricular lessons.</p> <ul style="list-style-type: none"> - 12 x Year 6 children received intensive intervention on school site - PE passport used as an effective teaching tool for planning and assessment - Sports clubs and Sporting events offered to EYFS, KS1 and KS2 pupils 	
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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
<p><u>ACTION 1</u> Continue to make full use of Burnley School Sports Partnership. This includes:</p> <ul style="list-style-type: none"> - CPD for staff members - Coaching from highly-skilled professionals aiding the development of skills in classes and training for staff who observe and support the coaching sessions. - Intra-school sporting events provided for competitive events, SEND or low competence events, open events to develop interest and skills in a range of sports. - Training for pupils to become Sports Ambassadors and Play Leaders - Young Mental Health Champions training for pupils - Healthy Minds programme - supporting Year 5s with their Personal Development and mental health prior to moving to Secondary School. - Skills 2 Play intervention to support pupils in Year 3 who have not mastered FMS. - 3 sessions of coaching support for an ECT 	<p>Pupils, staff, community links with other schools, HLTA / Sports TA , Play Leaders and Mental Health Champions</p>	<ol style="list-style-type: none"> 1. Increased confidence, knowledge and skills of all staff in teaching PE and sport 2. The engagement of all pupils in regular physical activity 3. The profile of PE and sport is raised across the school as a tool for whole-school improvement 4. Broader experience of a range of sports and activities offered to all pupils 5. Increased participation in competitive sport 	<ul style="list-style-type: none"> - Staff are more confident with teaching the areas of PE. - All pupils (from Year 1 to 6) have been offered opportunities to be involved in sporting events or competitions out of school. - Play leaders have engaged with younger pupils to promote being physically active at lunchtimes and developed their team leadership and organisation skills - Year 5 pupils will have developed strategies to aid their personal development both physically and mentally. – 15 Year 3 pupils will have developed their FMS further, allowing them to participate in KS2 sports with more skill. 	<p>£6000</p>
<p><u>ACTION 2</u> Organisation of after school clubs</p>	<p>All children invited to after school clubs</p>	<ol style="list-style-type: none"> 4. Broader experience of a range of sports and activities offered to all pupils 5. Increased participation in competitive sport 	<p>All children to be encouraged to have a go at a wider range of sporting activities.</p>	<p>£9360 – HLTA and TA additional wages</p>

<u>ACTION 3</u> Continued use of PE Passport to access high-quality lesson plans, ensuring a range of PE knowledge and skills are being covered across school. Also used to complete assessments and capture evidence related to the assessments given.	Staff and pupils	1. Increased confidence, knowledge and skills of all staff in teaching PE and sport	Teachers will develop their assessment skills using the app. Teachers will share good practice with children by filming them and sharing.	£699 - PE Passport annual cost
<u>ACTION 4</u> Training for staff for the Sanderson's dance scheme which has been purchased.	Staff and pupils	1. Increased confidence, knowledge and skills of all staff in teaching PE and sport 2. The engagement of all pupils in regular physical activity	Teachers will develop their dance skills and their confidence to be able to engage all of the children in dance lessons.	£300 for a 2 hour session
<u>ACTION 5</u> Additional swimming hours for pupils who have not met the NC requirements. One fun swim session offered to all pupils across school.	Pupils	2. The engagement of all pupils in regular physical activity	A higher proportion of children will leave school having achieved the NC requirements.	£1783
<u>ACTION 6</u> Purchasing and maintenance of resources including for active playtimes and active learning within the classrooms. Safety checks of all PE and Sporting equipment.	Pupils	2. The engagement of all pupils in regular physical activity	All equipment is suitable for children to use. All children have resources that are appropriate to them during less structured play.	£174 – sports equipment check £****

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

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?	%	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.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	%	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

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>%</p>	<p>Use this text box to give further context behind the percentage.</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>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:	(Name) Michelle Dugdale
Subject Leader or the individual responsible for the Primary PE and sport premium:	(Name and Job Title) Laura Wren
Governor:	(Name and Role) Naomi Healey
Date:	25.3.25