



# 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) £16,920**

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

| Activity/Action   | Impact   | Comments  |
|---|--|---|
| <p>To ensure high quality teaching of MOVE with identified learners.<br/>To provide training for staff in the school to raise the profile of MOVE and improve practice.</p> | <p>3 fully trained 'train the trainer'. Supporting over 70 children on the move programme, teachers with assessment.</p>   | <p>Impact on our induction training- introduction to MOVE.<br/>Raising awareness of move training sessions.</p> |
| <p>To provide opportunities for children to access physical development activities during breaks.</p>   | <p>Outdoor play boxes with range of physical activities; skipping ropes, balls, hopscotch etc<br/>Make children more physically active at breaks/free choice times</p> | <p>Children accessing these regularly, providing staff with resources to support physical development.</p>      |
| <p>specialist therapist to support and mentor key staff to deliver SI programmes in school.</p>   | <p>3 times visits and assessment of new children. Programmes provided for teachers to use.</p>   | <p>Children have regular access to appropriate sensory integration programmes.</p>                              |
| <p>High quality PE provision for fundamental pathways and semi-formal PE groups.</p>  | <p>Use of coaches to support development of sports into school.</p>  | <p>Develop this further next year to impact into more groups.</p>   |

## 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                  |
|--|--|--|--|--|
| Outdoor and Indoor lunch/playtime clubs and activities- including additional sports clubs. | Teachers/EHCAs<br>Pupils – as they will take part.<br>Links to other clubs that can offer lunch club supports for primary. | Key indicator 2 -The engagement of all pupils in regular physical activity   | More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.  | £1,500                                     |
| Continuing to enhance PE and sports resources.   | Teachers to ensure they can deliver the curriculum<br>Childrens experience of sports and the resources they can use.       | Key indicator 2- The engagement of all pupils in regular physical activity.  | Lesson observations<br>Assessment of children against key skills   | £1000                                      |
| Blackburn Rovers coaching.   | Pupils will access coaching across the curriculum.<br>CPD for teachers joining the group.                                  | Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.<br>Key indicator 2- engagement of all pupils in regular physical activity.               | More pupils accessing wider range of sports through the coaching sessions.<br>Improved staff confidence at teaching aspects of PE.                               | £4,500                                     |
| Enhancing ‘Outdoor and Adventurous activities’ for all classes- including training needs.  | Pupils will have more opportunities to access outdoor activities and adventurous activities.<br>CPD for teachers/EHCAS     | Key indicator 4: Learning outside the classroom for all learners accessing different physical development programmes in school.<br>Key indicator 3: School Improvement - regulate to educate | Children will have 1 adventurous activity per year.<br>Children will have wider range of resources to access outdoor activities within school and the community. | 2,000 included to support travel to venues |
| To purchase new targeted specific MOVE   | Pupils will have access to high quality resources.   | Key indicator 2 – support new curriculum themes to ensure  |  | 1,000                                      |

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|--|---|--|--|-----------------------------|
| resources  |   | children remain physically active.   | Pupils will make progress.<br>Pupils show enjoyment and engagement with equipment. |                             |
| Swimming resources<br>Including certificates                 | Pupils will have access to badges and certificates to showcase progress.  | Key indicator 2 -The engagement of all pupils in regular physical activity | Track progress of pupils<br>Celebrate progress.                                    | 1,000                       |
| Links to other schools to build competitions with.           | Pupils will engage in competitive sports.   | Key indicator 2 and 4  | Record of competitions<br>Certificates/Medals.                                     | 500 supporting travel       |
| Schools sports partnerships                                  | Pupils access to local sports and competitions where appropriate to SEN.<br>CPD for teachers through the training programme | Key indicator 1- increased skills and expertise in teaching PE             | Engagement with sports partnership.  | 1000- membership and supply |
| Years 5 and Year 6 residential.                              | Pupils have access to a overnight residential, experiencing water sports, climbing and outdoor adventurous sports.          | Key indicator 2 -The engagement of all pupils in regular physical activity | Experience of PGL and activities involved in this.                                 | 3,500                       |
| Move membership<br>Access to yearly conference               | Move leaders  | Key indicator 1- increased skills and expertise in teaching PE             | Keeping upto date with current MOVE practice and bringing this back to school.     | 500                         |
| CPD teachers-coaches in to support delivery of PE curriculum | Teachers/EHCAS  | Key indicator 1- increased skills and expertise in teaching PE             | Improved teacher confidence.<br>Higher engagement by pupils into lessons.          | 1,000                       |

## 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   |
|--|--|--|
| 1. Teachers have high quality resources so they can deliver the PE curriculum and provide a range of experiences and learning opportunities. | Children having high quality resources to ensure they experience a range of sports/opportunities to learn and acquire new skills.  | Teachers can now access high quality resources within their lessons and provide a more varied curriculum.  |
| 2. External Coaches in school to provide CPD for teachers and staff.   | Teachers have wider knowledge now of teaching outdoor adventure.<br><br>Teachers have worked alongside a coach from Blackburn Rovers and acquired new skills they can use with their own pupils. | Teachers are more confident at delivering lessons around outdoor adventure.  |
| 3. Teachers have an understanding of physical development and skills acquisition from FMS to key skills outlined in the revised curriculum.  | Teachers have access to a revised curriculum which provides the development of skills to support teaching and learning and assessment.   | Teachers have more understanding of building sessions around skill acquisition and how to use the revised curriculum to support this.                                    |
| 4. Pupils accessing MOVE will have high quality teaching and assessment.   | Children on the move programme continue to access move throughout their days. Parents are informed of progress at Annual Reviews.  | Move continues to be used as an physical intervention for children with physical disabilities.<br>There are 3 move leaders supporting practice and assessment in school. |
| 5. Higher physical engagement of all learners.   | Children now have access to outdoor learning boxes which continue to be enhanced and developed.<br>Children have access to scooters of different abilities.                                      | Higher level of physical activity during outdoor play and provision.   |

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|--|---|---|
| <p>6. Access to competitive sports</p>                   | <p>Children have opportunities to access physical development activities during breaks and lunch clubs</p> <p>A group of learners took part in a kurling and Boccia competition held at Bolton Stadium.</p> | <p>Children took part in a friendly competition with other special schools.</p>   |
| <p>7. Access to an outdoor adventure day/residential</p> | <p>Children will have an opportunity to access a centre offering outdoor adventure activities</p>   | <p>10 children accessing Hothersall Lodge for a day visit. The children had opportunity to take part in climbing, orienteering, water sports and gull scrambling.</p> |

# 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

Due to the SEND nature of our pupils, whilst all pupils in KS2 have access to swimming sessions either at the local pool or our own hydro pool, only a very small number of them are able to meet the end of year 6 NC competencies.

| <u>Question</u>  | <u>Stats:</u> | <u>Further context</u><br><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?        | 10%           | <p>Use this text box to give further context behind the percentage.</p> <p><i>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></p> <p><a href="#">See above</a></p> |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? | %0            | <p>Use this text box to give further context behind the percentage.</p> <p><i>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> <p><a href="#">See above</a></p>  |

|   |        |   |
|---|--------|---|
| What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?   | %0     | <i>Use this text box to give further context behind the percentage.<br/>See above</i>         |
| 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? | Yes/No | <i>See above</i>  |
| Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?   | Yes/No | All staff supporting in hydro receive hydro induction training before supporting in the pool. |

Signed off by:

|  |                                       |
|--|---------------------------------------|
| Head Teacher:  | <i>Rachel Kay</i>                     |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | <i>Louise Teese</i>                   |
| Governor:  | <i>Nichola Gill-Smith, Vice Chair</i> |
| Date:  | 16/07/24                              |