



# 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
Continuous support and advice for all staff as well as sharing updates around PESSPA to ensure quality first teaching. Sharing good practice to achieve outstanding lessons. Disseminate information from SSP and PLT sessions to school leaders and other staff. SSP via SSCo to provide CPD for PE Lead to disseminate, as well as CPD for teaching staff, specialising in different sports.	Weekly team teaching with Sports Coach who supports CPD class teachers. Sports Coach to support teachers with the delivery of PE in school. PE passport provides planning, skill sequencing and progression of skills and knowledge, and lesson ideas for teachers to use and adapt for their own classes. SSP provide CPD for staff in specific areas After school clubs run by staff and coaches	To embed use of the PE passport app with support staff so that they can enhance the use of the app for assessment and gathering of evidence. To continue to act upon advice and training from BSSP. Middle leader training in Ready, Set, Move; leading the raised profile of physical activity in school across the curriculum.

## 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><i>Ex Professional Football Coach. Gerald Harrison, giving coaching to all year groups (boys and girls), as well as team teaching PE lessons, providing CPD for ALL staff.</i></p> <p><i>Continuous support and advice for all staff as well as sharing updates around PESSPA to ensure quality first teaching. Sharing good practice to achieve outstanding lessons.</i></p>	<p><i>Breakfast club activities/Lunchtime activities/Afterschool Activities.</i></p> <p><i>Pupils – as they will take part.</i></p> <p><i>Staff – team teaching CPD</i></p>	<p><i>Key indicators 1,2,3</i></p>	<p><i>Gerry to team teach with some PE lessons to promote teaching confidence – CPD.</i></p> <p><i>To embed use of the PE passport app with support staff so that they can enhance the use of the app for assessment and gathering of evidence. With improved staff knowledge of PE this will make sure that children in school are always getting new ideas/lessons in their learning.</i></p> <p><i>Sports Coach to support teachers with the delivery of PE in school. PE passport provides planning, skill sequencing and progression of skills and knowledge, and lesson ideas for teachers to use and adapt for their own classes.</i></p>	<p><i>GH coaching - £2905</i></p>

<p><i>Burnley Schools Sports Partnership. CPD for staff and PE Lead. Extra curricular offered.</i></p>	<p><i>Utilise coaching hours provided by the SSP to deliver enhanced sessions led by specialists within the school day and as extracurricular sessions. Invite pupils from all classes to attend a range of extra-curricular clubs and competitions.</i></p>	<p><i>Key indicators 1-5</i></p>	<p><i>CPD for all staff. Extracurricular offer. Profile of PE raised. Experience in a range of sports. Competition. Continue to develop partnership with BSSP to enhance coaching opportunities. Pupils have had experience of competitive sport across a range of activities: athletics, multiskills, archery, kayaking, football, cricket, tag rugby, golf, netball, orienteering.</i></p> <p><i>45 extra curricular competitions/events have taken place this academic year (Last year was 27 events.) – a raised profile of sport and competition and new experiences for pupils.</i></p>	<p><i>BSSP buy in - £6000</i></p>
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<p><i>Enrich Education</i></p> <p><i>Cross curricular to help reach Active school. Work alongside Ready, Set, Move. Increase confidence of teaching orienteering. CPD for staff.</i></p>	<p><i>Primary teachers and children EYFS – KS2.</i></p>	<p><i>Key indicators 1-3</i></p>	<p><i>Specialise in providing creative, innovative services and products for schools, supporting all young people to be physically active when learning. Ensures a vibrant, modern working environment that presents opportunities to enjoy work and achieve personal goals. Working towards making SMM an 'Active' school. Provide the infrastructure, resources and knowledge to support physical activity across the whole curriculum. Official IOF orienteering event days engage and excite young people in active cross-curricular learning.</i></p>	<p><i>£2,400</i></p>
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<p><i>Little lions</i></p> <p><i>Continuous support and advice for all staff as well as sharing updates around PESSPA to ensure quality first teaching. Sharing good practice to achieve outstanding lessons. Continuous support and advice for all staff as well as sharing updates around PESSPA to ensure quality first teaching. Sharing good practice to achieve outstanding lessons.</i></p>	<p><i>Breakfast club activities/Lunchtime activities.</i></p> <p><i>Pupils – as they will take part.</i></p> <p><i>Staff – team teaching CPD</i></p>	<p><i>Key indicators 1,2,3</i></p>	<p><i>To team teach with some PE lessons – CPD.</i></p> <p><i>To embed use of the PE passport app with support staff so that they can enhance the use of the app for assessment and gathering of evidence.</i></p> <p><i>Sports Coach to support teachers with the delivery of PE in school. PE passport provides planning, skill sequencing and progression of skills and knowledge, and lesson ideas for teachers to use and adapt for their own classes.</i></p>	<p><i>£5,075</i></p>
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<p><i>Road 2 Paris (ProSport). Increase knowledge and opportunities to engage in Paralympic sports. SEND children to achieve in group activities.</i></p>	<p><i>ALL primary children including SEND children.</i></p>	<p><i>Key indicators 2,3,4</i></p>	<p><i>All children to engage in Olympic/Paralympic themed activity day. Children to complete research before engaging and develop enthusiasm for this year's event. This is to promote inclusion and engagement within all areas of school, especially those with learning needs, allowing them to compete against more abled children. Children will build resilience and confidence, whilst developing communication skills.</i></p>	<p><i>£750</i></p>
<p><i>Team Rubicon (Skateboarding/Scooter) Increase knowledge and opportunities to engage in Paralympic sports. EYFS and KS1 – Scooter KS2 – Skateboarding</i></p>	<p><i>ALL primary children</i></p>	<p><i>Key indicators 2,3,4</i></p>	<p><i>All children to engage in Olympic/Paralympic themed activity day, continuing to develop the enthusiasm of the games. Children to engage in a sport that may never have had the chance to participate in. Some children who do not like to engage in team/competitive sport should thrive as this is an individual skill, developing confidence. The idea to promote another skill/activity for children to engage in outside of school. Children to tune in to</i></p>	<p><i>£360</i></p>

<p><i>Playground and Sports Equipment. Improve and restock in areas of the curriculum. Engage less active children to engage in physical activities. Improves behavior and wellbeing.</i></p>	<p><i>ALL primary children and staff</i></p>	<p><i>Key indicator 3</i></p>	<p><i>the Olympic games and be motivated by already participated in the skill.</i></p> <p><i>New equipment to replace old will enhance the ability of high quality lessons. Teachers and coaches are able to deliver quality lessons to contribute towards an active school. Ensure equipment audits are frequent to continue the development of break times as opportunities for physical activity. Develop positive behavior outside.</i></p>	<p><i>£270</i></p>
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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
Improve Staff knowledge and confidence	CPD has taken place throughout the year with multiple staff across all key stages attending CPD sessions provided by SSP. Confidence and knowledge has given staff ability to improve lessons.	Continue to support staff with CPD refreshers in 24/25 year.
Increase of child participation in extra curricular	An increase from 27 to 45 events this year. This is a mixture of both key stages. A mixture of competitive and engagement level achieved. High level of SEND children attendance, as well as PP.	Continue to send M Fletcher to events to support.
Ready, Set, Move; leading the raised profile of physical activity in school across the curriculum.	E Peano delivering CPD for all staff and contributing to the Active 60. Equipment ordered and worked with PE lead to buy into cross curricular programs – Enrich Education. Contributed to the GOLD award.	Continue to offer CPD for all staff.
Timetabling sporting activities.	Full KS1 and KS2 playtimes were reestablished with investment in new equipment and the establishment of a timetable to encourage a broad menu of physical activities. Increasing better behavior.	PE and Behaviour lead to monitor and observe other schools on how they deliver high quality practice at lunch times.

## 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?	94%	<i>6% not meeting standards – due to high PP resulting in lack of opportunities outside of school. Physical SEND needs contribute to lack of development.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	94%	<i>As above</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>94%</p>	<p><i>Two children not able to perform due to non-swimmers and needed 1-2-1 support in the water.</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>N/A</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>	<p>No. Swim coaches deliver lessons without the need of teachers.</p>

Signed off by:

Head Teacher:	<i>(B. Loughran)</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>(R. McCaffrey – PE Coordinator)</i>
Governor:	<i>(J. Philp)</i>
Date:	28.07.24