



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
<p>To provide new and engaging equipment to increase physical activities during unstructured times.</p> <p>Fleetwood Town Coach at Lunch Times.</p>	<p>Pupils now know different activities they can take part in whilst out at unstructured times.</p> <p>Fleetwood Town – Continued across the year to support games and skills across all year groups. Pupils have learnt to create and play games together and resolve conflicts.</p> <p>PALS have more knowledge around games to play with KS1 and EYFS children.</p> <p>Welfare are using more equipment to create games and teach new skills to pupils.</p>	<p>To decrease the amount spent on the Fleetwood town cover and put this into equipment and training for welfare and PALS to keep up the range of activities available.</p>
<p>Installing/building an activity trail across the field to create further interest and activity. This to include opportunities to be active through tunnels and sensory/quiet areas in help improve mental health and wellbeing.</p>	<p>Pupils now use this space at unstructured times and during lessons.</p> <p>Pupils enjoy the different gross motor activities which this creates and developing as this area grows and develops.</p> <p>Knowledge around our senses and mental health is continuously developing and this area is really</p>	<p>To look at different ways this area can be used to support our physical and mental health.</p>

<p>Attendance at Wyre SSP Annual Conference- planning for a future without funding.</p> <p>Provide training for ECTs in Year 1, Year 2 and Year 4. Provide training for new colleague in Year 5 and thus ensure consistency across the school.</p> <p>Through the teaching of high-quality physical education ensure that all pupils move closer to mastery of FMS in Year 1 and Year 2.</p> <p>Lancashire PE Membership (through Wyre SSP) – further training regarding the new Lancashire scheme of work and use of PE Passport APP as planning and tracking tool.</p> <p>Additional achievements: Implementation of extra-curricular activities offered through the academic year from Autumn 2.</p>	<p>helping with this.</p> <p>MH attended this conference and shared with staff regarding the PE passport and other ideas to help support our lower attaining pupils.</p> <p>This training was completed to whole staff as a staff meeting.</p> <p>Refreshed with ideas from the conferences and how we can adapt the curriculum depending on our pupils' skill level and development.</p> <p>EYFS & KS1 have looked at FMS baseline and tracked this through the year.</p> <p>Teachers are now more confident at spotting areas for development in PE and ensuring these skills are recapped throughout the year or interventions are created where needed.</p> <p>More knowledge around our pupils has been created. We have developed staff knowledge around using the Passport which included changing our data collections.</p> <p>All clubs were attended well and a range of pupils attended these clubs.</p> <p>These clubs were not always sport specific.</p>	<p>Follow this up with staff and look at low attaining pupils to ensure we are support their development.</p> <p>Look at the curriculum with class teachers. Ensure a FMS baseline is completed to support the next year transitions and planning for new PE topics.</p> <p>Subject lead to look at the results for any trends or areas which need developing as cohorts, classes or a key stage.</p> <p>To be more confident and consistent with our assessments and data collection on the PE Passport app across all year groups as we are in this transition stage.</p> <p>Ensure all staff are confident at using the PE passport and complete further staff training early in the Autumn term.</p> <p>Continue these clubs and competitions with the support of Fleetwood Town and the Fylde & Wyre Partnership.</p> <p>Encourage more pupils to take part in an extra</p>
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<p>Children to have the opportunity to compete against their peers.</p>	<p>Our pupils felt they could attend and achieve at the clubs.</p> <p>Core tasks have created more intra-school competitions. Pupils have shown skills learnt in the units to partake in these.</p> <p>Sports day created competition and inclusion across all the key stages.</p>	<p>activity. Place more clubs in the school day to help get more chn involved.</p> <p>To continue to work with a school council to create more inter-house competitions. Upskill pupils to create these when in unstructured time.</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>Improve provision for extra-curricular activities.</i>	<i>PE coordinator, school teaching staff, children..</i>	<i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i>	<i>More pupils having the opportunity to attend extra-curricular activities by trying new and different sports that may become hobbies.</i>	<i>£1800 for FTCT to deliver these sessions.</i>
<i>Provide training for ECTs in Year 1, Year 3 and EYFS to ensure consistency across the school.</i>	<i>PE coordinator, ECT's, class teachers.</i>	<i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i>	<i>ECT's feel confident in delivering effective PE</i>	<i>Current expenditure: £1270.50</i>
<i>Provide training for staff who take children swimming.</i>	<i>PE coordinator, staff who take children swimming.</i>		<i>Adults responsible for teaching swimming feeling more confident in how to help children achieve expected standards.</i>	<i>Expected expenditure: £2700</i>
<i>Up-skill teachers in</i>	<i>PE coordinator, all staff who teach PE.</i>			

<p><i>the areas in which they feel they need support either by training or in-house expertise.</i></p> <p><i>Improve the levels of differentiation by improving resources available to assist with this as well as teachers understanding of how this can be achieved.</i></p> <p><i>Developing a sports leader program where physical activity is at the heart of break and lunch time for all children.</i></p>	<p><i>PE coordinator, all staff who teach PE.</i></p> <p><i>PE Coordinator, children.</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>Use teachers in areas of strength to support others who need support.</i></p> <p><i>Purchase resources to improve the quality of PE teaching. Work with teachers to improve differentiation within lessons.</i></p> <p><i>Children to want to be more physically active and participate in physical activity at break and lunch. The sports leaders from Y6 to be trained and then pass on their knowledge to Y5</i></p>	<p><i>Expenditure as yet unknown.</i></p> <p><i>Current expenditure: £585</i></p> <p><i>Cover for teacher to be out of class for training- Current Expenditure- £400</i></p>
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<p>Access events through the Wyre and Fylde SSP to encourage more competitive sport.</p> <p>Through PE and the Sports leader program, give opportunities for intra-house competitions across the school year.</p> <p>Introduce the 6 areas of sport for children to aspire to be-passion, teamwork, honesty, respect, determination, self-belief.</p>	<p>PE coordinator, children</p> <p>PE coordinator, children.</p> <p>Whole school</p>	<p>Key indicator 5: Increased participation in competitive sport.</p> <p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</p>	<p>More children have the opportunity to take part in competitive sport at both intra and inter levels.</p> <p>PE plays a more prominent role within the school. Each half-term one of the values is focused on and children are acknowledged for achieving the values.</p>	<p>Current Expenditure: £930</p> <p>Expected Expenditure:£3000</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

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?	60%	<i>Children currently swim 2 terms during year 4 and 1 term of year 5. Children not achieving standard are picked up for additional lessons after the completion of their swimming cycle.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	35%	<i>Many children are competent with front crawl but not fully competent with all 3 strokes.</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>96%</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>	<p>Not yet but teachers involved will be having CPD in the summer term in preparation for next academic year.</p>

Signed off by:

Head Teacher:	<i>H. Clough</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>22/23 M. Harrison 23/24 P.Shuttleworth</i>
Governor:	<i>A.Pogson</i>
Date:	<i>7/2/24</i>