



The Primary PE and sport premium

Planning, reporting and evaluating website tool

September 2024

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
All children in year 4 to receive high quality swimming lessons each week for the academic year. Children in Year 5 to receive top up lessons - as per outcomes of swimming from previous academic year.	National Curriculum expectations - and water safety: swim competently, confidently and proficiently over a distance of at least 25 metres perform safe self-rescue in different water-based situations	New pool use for this academic year - on site facilities to provide additional swimming time for pupils and takeaway transporting costs.
All year groups to be offered at least 2 'active' extracurricular club opportunities per term.	Increased support in clubs allowing for increased numbers of pupils to attend extra provision. Ensure that some clubs are specifically invite only to target inactive and PP children who may not have additional opportunities outside of school.	To be part of in school offer in 23/24 - for children who attend afterschool sessions at faith settings.
Create an active travel initiative using the WOW activity trackers. School Offer for PE.	Launch the WOW walk to school initiative with the Funday, rewards and prizes in place for children who choose active alternatives to come to school.	Well embedded in school week - celebrating during assembly times - continue this moving forward.
School Offer for PE.	All children to have 2 sessions of PE each week using our PE/PA approach to lessons. All children will take part in a skills/games based lesson and an enrichment lesson - which allows children to take part in activities away from traditional team sport - helping to build a love for physical activity and lifelong habits for children	Continue to develop next academic year.

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
Create an ethos of active learning which is embedded within long and medium term planning across school.	All staff in school - especially teaching staff and HLTA's who will be planning and delivering sessions.	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.	active learning champions across school to carry out research based trials with their classes before running CPD sessions with the wider staff team to roll out active initiatives. Buy in to Move and Learn equipment, all staff to receive CPD training and workshops with their classes to see the implementation of equipment in maths and humanities lessons. Banks of planning provided to support this.	£1000 costs for additional staff out of class. Developing of plans. £677 – equipment for each class to have a set of activities.
continue to develop active enrichment offer within school.	Teaching staff/HLTA's	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.	Offer children a broader range of activities to take part in - enrich their opportunities. Kick boxing coaching - worked with each class in KS2 towards their white belt. Wildlife garden sessions - focused on forest school style activities to develop risky play Dance coaches - specialist dance coaches who are local to the area.	Kick Boxing - £3000 WLG - £1500 Dance Coaches £1500

<p>Implement a schedule for the further use of bikes and scooters during the school day – continue to develop during lunchtimes/enrichment</p>	<p>Lunchtime staff/Teaching Staff</p>	<p>KPI 1 and 4. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Provide extra opportunities for broader range of experiences at break and lunchtimes.</p>	<p>£150 training with skipping school. Training with Living Well - £0</p>
<p>Bikeability sessions for Years 3, 4 and reception.</p>	<p>Teaching Staff</p>	<p>KPI 4 : Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Provide children with lifelong skills – promoting use of bikes and scooters as transport and to use during evenings and weekends. For children in reception – building confidence ready for learning to ride a bike.</p>	<p>£2880 – Ready, steady, pedal.</p>
<p>All children in year 4 and 5 to receive high quality swimming lessons</p>	<p>Teaching Staff/Site Team – on site pool</p>	<p>KPI1 Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>National Curriculum expectations - and water safety: swim competently, confidently and proficiently over a distance of at least 25 metres perform safe self-rescue in different water-based situations – on site pool swimming coaches working with teaching staff supporting and observing practise.</p>	<p>£10,800 pool hire and lifeguards (Year 5 top up sessions) After school club sessions.</p>
<p>Creating opportunities to take part in competitive sport</p>	<p>PE/CAS Lead</p>	<p>KPI5: Increased participation in competitive sport.</p>	<p>Develop a timetable of events with other local primary schools to create opportunities to play competitive sport with other</p>	<p>£500 – release meeting</p>

<p>Provide signposts to families for activities and events in the local community which link to the opportunities being offered as part of enrichment.</p>	<p>Families/PE Lead</p>	<p>KPI3 – Raising the profile of PE and sport across school as part of school improvement. KPI4 - Broader experience of a range of sports and activities offered to all pupils.</p>	<p>children in the locality. Support one another and develop relationships with nearby schools.</p> <p>Through work with JU:MP and the community, provide children with activities and signposts to events outside of school which they wouldn't normally have the opportunity to attend.</p>	<p>and planning time.</p> <p>£100</p>
<p>All year groups to be offered at least 2 'active' extracurricular club opportunities per term. Increased support in clubs allowing for increased numbers of pupils to attend extra provision.</p>	<p>Families External Providers Teaching Staff</p>	<p>KPI3 – Raising the profile of PE and sport across school as part of school improvement.</p>	<p>The clubs are timetabled to run for terms, with each year group given the option of at least 2 clubs per week. In the Spring/summer term, provide clubs which again make links to the activities taking place in the wider community to help build excitement and confidence levels in children.</p>	<p>£2350 – provider £1500 – provider</p>
<p>Skipping workshops – all children in school have experienced workshops. Play leaders have had training to lead skipping sessions with younger children in school.</p>	<p>Children TA staff</p>	<p>KPI4 - Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Skipping has started to be a keen interest for a lot of children during breaks and lunchtimes. Y6 children lead daily skipping sessions for children in Y1/2 following training. Access to new and exciting activities for the children – which they can take part in at home as well as school.</p>	<p>£300 – sessions £150 – rope purchase following sessions</p> <p>£385 – PE and Enrichment</p>

<p>Equipment to support delivery of high quality PE and enrichment activities across the year.</p>	<p>Children Teaching Staff</p>	<p>KPI2: The engagement of all pupils in regular physical activity KPI4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Regular check of equipment in school, allows for teachers to deliver PE lessons where children are active for the most time possible. Equipment to provide children with new opportunities and experiences.</p>	<p>equipment. £180 – Helmets</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
<p>All children taking part in weekly enrichment sessions which provide them with opportunities that are not always available outside of school.</p> <p>Developing a culture in school where physically active learning is starting to become embedded.</p>	<p>Children create new hobbies and enjoy taking part in different physical activity.</p> <p>Children are physically active and less sedentary in the classroom. They enjoy being active for longer periods of time in the school day and it has supported with retrieval practice of key information.</p>	<p>Pupil voice has shown that children look forward to their weekly active enrichment sessions – it supports us to provide children with 2 hours of physical activity per week and creates lifelong habit for children when they leave Beckfoot Allerton. A small number of our children have taken up the opportunities to access clubs outside of school and a targeted group of PP children have accessed additional dance clubs as part of our enrichment offer.</p> <ul style="list-style-type: none"> • Built up confidence – children have been more likely to take part in class discussion post activity. • Better engagement in topics. • Reduction in sedentary time in the classroom. • Better retrieval of key information from the topic – specifically vocabulary. • Creative use of classroom environments, viewing the classroom space as an area for active learning to take part.

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>
<p>What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?</p>	<p>55%</p>	<p><i>Initial Assessment 13% of children were able to swim at least 25m. 19% of children were able to use a range of strokes effectively. 4% of children were able to perform safe self-rescue in different water-based situations.</i></p> <p><i>Final Assessment 55% of children were able to swim at least 25m. 66% of children were able to use a range of strokes effectively. 64% of children were able to perform safe self-rescue in different water-based situations.</i></p> <p><i>This academic year – impact next year. Children have had the opportunity to swim everyday for the 3 week period – meaning that there has been less children worried about getting back into the pool. The onsite pool has allowed us to provide additional top up sessions aswell as after school swimming lessons for children in KS2</i></p>

<p>What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?</p>	<p>66%</p>	
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<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>64%</p>	<p><i>Children were assessed both practical and theoretically on the different elements of water safety and self-rescue. We have an increased amount of children understanding the concepts and more previous years able to perform these skills.</i></p>
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