



# 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.



## 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>Increase physical activity levels in the playground through training Physical Activity Leaders (PALs) &amp; LTA training in order engage pupils during lunch and playtimes.</p> <p>Reduce incidents of conflict during lunchtime.</p> <p>New homework menus for KS1/2 also includes physical activities e.g. Skipping, running etc.</p> <p>Increase the number and variety of physical activity and sports</p>	<p>Identify &amp; train 16 KS2 pupils who will attend Physical Activity Leaders (PALs) Training – 2 x 1.5 hrs. training session.</p> <p>LTA Training session to ensure leaders have appropriate support.</p> <p>Rota in place organised by P.E lead.</p> <p>Purchase new equipment for use during lunch break.</p> <p>Clear out and audit of P.E cupboards – new equipment ordered in line with audit results.</p> <p>time table staff (LSSP PE Specialist, school staff &amp; external clubs) to deliver clubs.</p>	<p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i></p> <p>75% of children active at break &amp; lunchtimes</p> <p>Pupil survey evidences enjoyment of lunch activities.</p> <p>Less incidents of poor behaviour recorded in lessons (teacher feedback). Children’s social interactions improved with their peers (LTA feedback). PALs have gained valuable leadership/life skills (pupil survey/parent comments). Pupils ready to learn during the morning/afternoon curriculum (teacher feedback). More pupils wanting to become PALs</p>	<p><b>Impact</b></p> <p>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, including teaching water safety and swimming and as a result improved % of pupil’s attainment in PE.</p>	<p>£1590.00 – Included in enhanced package.</p> <p>£2000.00 new equipment (P.E apprentice to conduct an audit of the equipment we have and what we need to buy).</p>

<p>clubs in the extra-curricular programme especially for less physically active and KS1 pupils.</p>	<p>From pupil voice data set up targeted activities (C4L/Health Club, Power Club - health and wellbeing fitness club - Pulse raised, out of breath, warm face, energised, regularly).</p>	<p>Increase in the number of opportunities offered (timetable) with more children across KS1 &amp; KS2 attending (register). Increased take (%) of less active &amp; KS1. Children attending clubs</p>		
<p>Ensure all pupils get at least 15 mins of physical activity each day.</p>	<p>Continue Active Maths/Literacy sessions where possible. Continue the use of Wake up &amp; Shake up OR Yoga/Mindfulness; introduce and timetable 10 mins each morning led by PALs/Teacher.</p>	<p>Pupils are ready to learn/ focused for learning (Teacher observation/ feedback).  Children feel part of the same team, engaging fully in the P.E sessions wearing the same kit as everyone else.</p>		<p>650.00 for continuing Active Maths and Literacy memberships.</p>
<p>School Governors have decided that all children will receive a free P.E kit (parents only need to provide pumps) from September. Kits will be kept in school and washed weekly by our mentors.</p>	<p>Children will feel fully engaged in sessions, more able to take part in all activities through wearing appropriate clothing and footwear.</p>			<p>£500.00 for kit maintenance.</p>

<p>To celebrate pupil success in PE, sport and physical activity not just for performance but other life skills.</p> <p>To raise the awareness of opportunities and the impact of physical activity and sport across the school and community with pupils &amp; parents.</p>	<p><u>Celebration Assemblies:</u> to be held once a term to celebrate the achievements of all pupils in PE &amp; School Sport, parents are invited to attend. Celebrate achievements using photographs, video footage and reports from competitions, events, PE Lessons, extracurricular activities, Young Leaders. Begin to showcase competitions and festivals attended through displays, e.g. gym, dance. Invite external agencies, club links and National Governing Body's.</p> <p><u>Twitter</u> Communicate regularly with member of staff responsible for twitter. Communicate to parents / external agencies. Policy of twitter use (safeguarding). Use a designated school iPad /</p>	<p><i>Key Indicator 2:</i> The profile of PESSPA being raised across the school as a tool for whole school improvement.</p> <p>Three more members of staff training to drive the minibus will reduce costs and broaden our opportunities for the number of competitions we can attend. Minibus training updated in July and September.</p>	<p><b>Impact:</b> 100% children involved in an assembly to celebrate PE and Sport during the year (photos, timetable, Twitter, website)</p> <p>3 x Club links / NGBs to be invited to identify their link and to signpost to clubs / local provision (photos, timetable, Twitter, website number of pupils attending club, number of children attending taster sessions)</p> <p>Increased number of</p>	
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<p>Contribution to travel expenditure</p> <p>To provide all pupils with a high quality, progressive PE / School sport. Children benefit from good quality teaching which is differentiated to support their individual needs.</p>	<p>equivalent for social media use. Having two minibuses allows for more opportunities for teams to attend competitive sports activities.</p> <p>Transport to venues for a broader experience of sports and activities.</p> <p>Increase the confidence of staff teaching PE by:</p> <p>Conduct audit of staff confidence and signpost to appropriate CPD course and opportunities.</p> <p>Engaging an LSSP PE Specialist/P. E apprentice to mentor and support the ongoing development of class teachers, particularly in areas identified as a need.</p> <p>Implemented the new Progressive Curriculum introduced by SIL to staff and re-iterate the availability of the P. E Passport resources found on the P.E.Passport program.</p> <p>Attend LSSP (local) Primary PE</p>	<p><i>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</i></p> <p>Increased % of children active at break &amp; lunchtimes</p> <p>Pupil survey evidences enjoyment of lunch activities.</p>	<p>appropriate followers and re tweets.</p> <p>Use Twitter for specific parent feedback.</p> <p><b>Impact:</b> 90% of pupils state they enjoy PE.</p> <p>% increase in pupils working at expected standard and greater depth.</p> <p>All class teachers report an increase in confidence and subject knowledge after working alongside PE Specialist, with better lessons now being delivered.</p> <p>P.E lead has worked with Curriculum lead to implement a P.E curriculum map to support the introduction of the new curriculum</p>	<p>£4,500.00 upkeep of two minibuses.</p> <p>Minibus staff training £1500.00</p>
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<p>Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved. Focus particularly on those pupils who do not take up additional PE and Sport opportunities.</p>	<p>Network Meeting to 'best practice' examples.</p> <p>Employed a P.E apprentice to work in school on a full-time basis.</p> <p>Involve external coaches to work with staff in clubs</p> <p>LSSP/ staff specialist to provide additional lunch and after school clubs.</p> <p>LSSP to continue to train lunchtime supervisors and play leaders to enable more activity to take place.</p> <p>New P.E Apprentice to be present on the yard during playtimes/lunchtimes, before</p>	<p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p> <p>Record of pupils attending sports clubs. Record of pupil voice on which sports they would like to engage in.</p> <p>65% of pupils taking part in extracurricular clubs across the school; including less active, pupil premium, SEN, and BEM pupils (registers, photos, assemblies, Teaching staff know their own children VERY well and are well aware of those children who require further support)</p> <p>New clubs; to be set up and take place regularly with the support of</p>	<p>and adapt it to suit our school and work alongside our narrative immersion curriculum. Teachers are reporting that they are confident to follow a high quality, progressive scheme of work.</p> <p>Evidence: Staff surveys Pupils voice</p> <p><b>Impact:</b> With the implementation of Physical Activity Program, monitor changes in behaviour during lunchtime, and the impact in afternoon lessons. 80% of pupils say they enjoy PE and Sport and want to get involved in more activities. With more 'disaffected' pupils now engaging. Y4 have continued to work with Everton in the</p>	
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	<p>and after school to run clubs and plan intra school competitions between classes/year groups.</p> <p>Provide balance ability training to all reception / KS1 pupils</p>	<p>the new P.E apprentice. (Timetable)</p>	<p>Community and completed the 'Beat the Blues' program - taking part in a wide variety of sports and focusing on how physical activity can benefit our mental health and wellbeing.</p> <p>Staff will work together and share good practice which will lead to better confidence all round and more staff keen to get involved thus ensuring the extra activities will not only continue but there will also be an expansion.</p> <p>Children put on an end of Year 6 production for parents and our Dance group and Teachers worked with St John Bosco Arts College to take part in a performance of Shrek the musical.</p>	
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	<p>Introduction of Military School - Working with KS2 pupils once a week.</p> <p>Our membership with LSSP allows us to benefit from a broad range of sports and activities across the net &amp; wall, invasion, striking and fielding type games. The format of these ensures all of our pupils are suitably challenged as the competition structure provides elite, development and festival type competitions. These sessions give children the opportunity to try out new sports and helps us to form links with local clubs. We will continue to provide links with clubs in the community which increase the range of opportunities i.e. Martial arts and rugby. In line with our school games mark criteria, we aspire to reach the Gold mark by providing at least ten intra school and</p>	<p>Completely new/fun experience for children to take part in. Sessions delivered by a Qualified Military Coach.</p> <p><i>Key indicator 5: Increased participation in competitive sport.</i></p> <p>Keep a record of all children attending competitions and after school clubs to ensure all children are given the opportunity to take part. Higher percentage of pupils across the school taking part in inter school competitions; including FSM, SEN and BEM pupils (registers, photos, assemblies, social media) Self-esteem for pupils representing the school for the first time has grown (pupil voice/questionnaire, feedback from teachers). New life skills being developed; team work, communication, empathy, respect (teacher feedback, pupil voice)</p>	<p>Increase in level of good behaviour, teamwork and solidarity between pupils.</p> <p>To conduct staff audit at regular intervals to assess training needs and measure sustainability.</p> <p>Staff to continue to attend a broad range of CPD opportunities</p> <p>PE to become a standing agenda item for staff and school council meetings</p> <p>Identify competitive opportunities in new sports</p> <p>Continue to record children attending competitions on our</p>	<p>£3939.00</p> <p>LSSP Enhanced Package £4971.00</p>
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<p>Entering athletics, cross country and swimming gala.</p> <p>Extension of the new MUGA</p>	<p>entering at least eight inter school competitions.</p> <p>To plan and link the activities in the extra-curricular programme to the city competition programme. Identify how many teams (A, B, C teams) we can take to which competitions.          Agree with SLT          Target different pupils to represent the school          School Reward points awarded to participating pupils.</p> <p>Each year we aim to increase our participation levels within sport and we are giving children the opportunity to compete in the cross country and athletics tournaments as well as swimming galas</p>	<p>Cross Country lead to keep a record of events and children that take part.</p> <p>P.E apprentice has organized before/after school class/year group tournaments. MUGA is used for Reception to practice using balance bikes every day.          The extension of the existing MUGA has enabled us to be able to introduce intra and inter competitions with neighboring schools - P.E apprentice used contacts to arrange.          ALL School Sports Days have taken place in the new MUGA</p>	<p>comprehensive digital pupil tracking system.</p> <p><b>Impact</b>          The extension of the existing MUGA has enabled us to be able to introduce intra and inter competitions with neighboring schools - P.E apprentice used contacts to arrange.          ALL School Sports Days have taken place in the new MUGA allowing for entire year groups to</p>	
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		allowing for entire year groups to take part in a safe and secure environment, with parents seated outside to watch.	take part in a safe and secure environment, with parents seated outside to watch.	
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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
<ul style="list-style-type: none"> <li>• Full implementation of P.E Passport - All staff received training and are able to add/delete students as applicable, for after school provision and other physical activities.</li> <li>• Extension of school MUGA installed in 2020.</li> <li>• Continuing to work with Community groups (Everton in the Community, Lions Rugby League Club, LFC Foundation) to enable children to access a wider range of sporting activities.</li> <li>• Introduction of Military School for KS2 pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff are able to evidence physical activity really easily using class iPads. Children can be videoed and shown the footage to enable them to better their practice, comment on how they could have done things differently and how they would improve things in the future.</li> <li>• More children able to access a variety of different sports outside. MUGA now big enough to hold both classes in each year group as well as spectators (we held our sports days in the MUGA this year).</li> <li>• We now have a strong Rugby team, Boys and Girls Football teams who have been more successful this year than any other.</li> <li>• Much stronger sense of team/community spirit within all activities our pupils take part in thanks to the activities they have taken part in through the Military School.</li> </ul>	<ul style="list-style-type: none"> <li>• Although we had a few initial teething problems with this new program - staff are becoming more confidence with increased use.</li> <li>• More After School Clubs able to be implemented as we are offering more space for indoor and outdoor activities.</li> <li>• Boys and girls really proud of their achievements and eager to keep up the momentum of the successes of this year.</li> <li>• Children responded really well to this new way of working together - specifically focusing on helping each other to reach a specific end goal. The arrival of the mobile prison cell on the playground was a particularly</li> </ul>



<ul style="list-style-type: none"> <li>• Increased number of pupils than in any previous year, taking part in Bikeability delivered by Bikeright Liverpool.</li> <li>• Increased number of Y6 pupils meeting the NC requirements for swimming and water-based safety.</li> </ul>	<ul style="list-style-type: none"> <li>• After an assembly delivered by the Slow Down for Bobby Organisation, Y6 children talked candidly about using their bikes outside of school, not wearing helmets etc.</li> <li>• We are seeing the impact of our commitment to ensuring all pupils from Y2 - Y6 receive high quality swimming lessons delivered by SIL.</li> </ul>	<p>sobering, yet empowering experience for the children. Parents were aware of all of these activities due to increased social media coverage to keep parents involved.</p> <ul style="list-style-type: none"> <li>• Real sense of responsibility undertaken by the children to use their Bikes with more thought and care as well as keeping themselves safe and learning the rules of the road. The Bikeright Team said that our children “were sensible, good listeners and a pleasure to teach” after the delivery of the program.</li> <li>• We may need to look at our Summer Term timetable to ensure ALL children who require top-up sessions, receive them.</li> </ul>
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## 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 meters?	86%	Evidence shows that this is one of our strongest Year groups and demonstrates the impact of our commitment to deliver high quality swimming sessions through School Improvement Liverpool from Y2 - Y6.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	82%	Again, the outcome of these results this year is attributed to by the fact that these children have been attending SIL swimming sessions since Y2.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>84%</p>	<p>Due to the fact that lots of these year 6 pupils were already strong swimmers, it was possible for the higher ability groups (the largest groups this year) to spend more time on self-rescue in different water-based situations, which is reflected in the number of children who achieved this, this year.</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>Unfortunately, we faced some timetable clashes this year which meant that we were unable to access the top-up sessions provided for the 8 children who did not meet the NC requirements. School PGL trip, change in delivery of top-up sessions to a three-weekly timetable - made it impossible for us to access.</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>All staff were given the School Swimming Briefing information at a staff meeting in September after it has been delivered to the P.E Lead and P.E Apprentice.</p>

Signed off by:

Head Teacher:	<i>Mr. Paul Vine</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Mrs. Nicola Bland – Teacher and P.E Lead</i>
Governor:	<i>Mr. Tony Hampson</i>
Date:	<i>19/7/24</i>