The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

Commissioned by

Department for Education

Created by

association for Physical Education

YOUTH SPORT TRUST

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
Provide opportunities for pupils to be active throughout the day. Pupils to develop and improve their fundamental skills such as balancing, coordination and agility - Active Sport to deliver daily morning, lunch, and afterschool clubs from a 'Sports Technician'. Pupils are to be motivated to participate in new sports from the PE lead, teachers, teaching assistants and sports technician. Letters to be sent home to encourage participation in extracurricular sports.	A variety of different clubs have taken place from 'Active Sport' in the morning, lunch and after school. 100% of Y2 children have taken part (prioritised owing to Covid attendance restrictions during EYFS) and to support Children's University graduation) and a growing number of children in Y1 & Reception. From both pupil and parental feedback, all have enjoyed them and a number of clubs and activities have been oversubscribed – Dodgeball especially. Clubs on offer have been reviewed on a half-termly basis and the offer revised according to take-up/participation to maximise participation rates. Examples of the clubs taking place: Yoga, Dodgeball and Gymnastics.	Active Soccer will continue to offer clubs next year. We are also looking at potentially offering taster sessions from Ultimate Kids to maybe using these as external agencies as well.
Regular EYFS Forest School sessions developing Physical, Literacy, Gross/Fine Motor, Personal, Social, Emotional and Communication and Language in addition to characteristics of effective learning. These are all crucial skills for successful participation in sports	Mrs Wolfarth (Forest School Lead) has taken half of each Reception class when they take part in different activities in Forest School. This alternates weekly so that every child takes part. This is the same for Nursery.	These lessons have been really essential for the children's well being and I feel these should continue into next year.

	The children have really enjoyed taking part and are loving learning the new skills. Parental feedback continues to be extremely positive with regard to the broad benefits of Forest School for their children's holistic development. 74% of Rec pupils achieved GLD June 2023 (cf 64% Sefton LA) 92% achieved ELGs in Communication & Language (cf 77% Sefton LA) 93% achieved ELGs in PSE (cf 80% Sefton LA) 96% achieved ELGs in Physical Development- highest achievement across areas of learning in school (cf 83% Sefton LA) 93% achieved ELGs in Understadning the World (cf 79% Sefton LA) 94% achieved ELGs in Exp Arts & Design (cf 83% Sefton LA) Achievements which will all contribute to children's physical, social and emotional well-being.	
Encourage active play during break times and lunchtimes.	Different play equipment has been put into boxes for the children to use during lunch times. Old and broken equipment was sorted and thrown away. New equipment will still need to be purchased and we can replenish the activities with new equipment for the new academic year.	New equipment to be ordered and an audit to take place in the new academic year.
Embed physical activity into the school day through encouraging active travel to and from school, active break times.	Active travel has been used well across the school and the children love trying to earn a badge from staying active. Data was collected the first couple of weeks but needs to be maintained throughout the year. Summer term achieved 8th place nationally for participation rates (amazing improvement from last	This has worked really well and children have used this. Would be beneficial to keep data from this to see who is walking consistently and who is driving.

	year and the Autumn Term when we were in 13th position)) and remain 1st in Sefton for our 82.6% engagement level across the school with the 2nd placed school in Sefton having a 58.8% participation rate. This is a great achievement and will be impacting on the air quality, health and well-being of our school and local community.	
On-going replenishment of Play-Pod from "Children's Scrap store" to support creative physical play, communication, interaction, problem solving. Promotion of physical activity during the lunch break.	Children have been using the Playpod equipment creatively, safely and sensibly providing additional, different opportunities for children to be active throughout the school day.	Purchase/request additional resources for the PlayPod.
Monitor attendance/participation in PE lessons	It seems that some disadvantaged children seem to be forgetting to bring in PE kits on PE days. Teachers to monitor this with a list and make any notes on common children forgetting these. Speak with grown ups to ascertain reasons eg ensure they are aware of PE days or provide kit if this is required.	23/24 teachers to monitor and take note of the children who are not bringing in PE kits. This will allow us to identify any trends in this data. This will be monitored and grown ups contacted as required to follow-up.
To raise the children's aspirations to achieve and continue to be motivated to raise their expectations of their capabilities. Certificates, stickers, medals, and other rewards will be purchased to award children's sporting successes. Rewards will continue to be embedded with the children.	Children have really enjoyed taking part in the intra class competitions and enjoyed the special presentation assemblies to reward everyone's efforts. Active award to be introduced in end of week assembly to celebrate children who have been active in some way. Sports Days – excellent and enthusiastic participation by all children Nursery to Y2. Very well-attended by parents and carers supporting the children and reinforcing their support for children's engagement in physical activity. Children and grown ups provided very good feedback.	These have gone well this year. Will try and have different focusses for different year groups next year to focus on the skills that they have been learning. Children will be encouraged to bring in rewards/ awards from home to be celebrated in assembly to promote engagement in activities outside of school and to recognise children's personal achievements. Recognise these achievements – display photographs on PE Noticeboard.
PE champions to encourage PESSPA in the school	PE Champions have been selected and have taken part	PE champions will continue next year and more

	in helping to set up the intra class competitions and showed the other children in the class how to complete the activities. Assembly still needs to take place but the PE Champions are already showing the other children how they should be staying active at all times in school. Children who have not been to many extra curricular clubs were asked which clubs they would like to happen. A member of staff was then able to put some of these clubs on for the children to attend.	posters/ leaflets will be created by them to promote PESSPA. Clubs again to be offered based on children's interests.
Join afPE Association for Physical Education (School Membership) to ensure access to specialist and expert support, thus keeping the school fully up to date with high quality practice and provision. http://www.afpe.org.uk/	afPE has been joined again and the newsletter is always on display. Need to try and join some Webinars if possible. Through my course, have learned and been able to share learning with colleagues about different parts of afPE.	This will continue and posters to be put up on staff notice board and in the hall.
Continue to embed the use of the PE Passport scheme. - Ensure staffs' understanding of key knowledge outcomes in PE	All evidence for PE is now kept on Seesaw. This requires staff to have an IPad with them at all times during the PE lesson. This allows me to monitor what is happening in the lessons and ensure that evidence is being collected through monitoring. Impact of teaching on children's achievement in PE across the school: **Nursery – AM 11/14 at or above ARE in Gross motor 78.5%** **7/14 at or above ARE in Fine motor 50%** **PM – 14/15 at or above ARE in Gross motor 93.3%** **9/15 at or above ARE in Fine Motor 60%** **All Day – 22/23 at or above ARE in Gross motor 95.6%** **19/23 at or above ARE in Fine motor 82.6%**	This needs to be kept up to date in order for evidence to be checked. Fine Motor development may be an area to be targeted in Reception 23/24 further to baseline assessment activities.

	Reception – 88 children at or above ARE in Gross Motor 97.8% **86 children at or above ARE in Fine Motor 95.6%** **Year 1 – 78 children at or above ARE 88.63%** **10 children working towards ARE 11.2%** **Year 2 – 82 children at or above ARE 91.1%** **8 children working towards ARE** **8.88%**	
To develop PE subject knowledge and support the effective implementation of PE Passport scheme and raise pupil outcomes in PE and Sport.	PE Lead completed all sessions of the Level 5 PE course and now in the process of completing related coursework to be submitted end of October 23 for assessment and moderation. Training has been very beneficial in developing personal knowledge and understanding which has been fed back to colleagues on an informal basis in support of planning and on a more formal basis at staff meetings.	
Develop schemes of work in Dance in support of school's bespoke wider curriculum and teacher confidence and competence in their implementation to secure good pupil outcomes in Dance	Y2 completed the scheme of Dance with Maria in Autumn 2. It was really good to learn the different elements, but also see how an 'expert' teaches these. Through feedback, all teachers developed their knowledge, skills and understanding in relation to teaching dance and all classes produced a good quality dance at the end of the 6 weeks. I will observe Dance in both Rec and Y1 next year to see how the training assisted them last year.	SLT to build in opportunities for PE Subject lead to monitor quality of Dance in each year group when units are being taught.

To provide alternative sports for pupils to experience. Increase opportunities for pupils to participate in a sport.	Judo has continued from the start of Spring 1 and has been really well attended. Children have really enjoyed it. Judo was put on again in Summer 2, not quite as well attended but still good attendance. Active Sports has continued to deliver different clubs of a morning and after school. Physical activity clubs on offer every morning and every afternoon after school. Teachers have led clubs for children in Y2 to help with the progress of Children's University.	This club has worked really well and will continue. Other clubs to be explored to see if greater attendance can be achieved.
Increase alternative activities for pupils to develop their understanding of health and well-being	Through discussions with children, different clubs were able to take place during lunchtimes and were well attended. Teachers put these clubs on for the children and feedback from the children was really positive. This supported **100%** (all 90) of Y2 children to graduate Children's University in June 2023. The first time this has been achieved and a reflection of the broad range of activities and the strategies used to support such high engagement and participation rates. Unfortunately Cookery Club was unable to take place this year, but is something we will look to put on again next year. Fun Food Chef was in for Year 1 which alongside Food Technology lessons, promoted children's understanding of healthy eating/lifestyles.	
Coordinate intra-school competitions throughout the year - multi-skills, Sports Day competitions for EYFS/ KS1. Pupils learn how to win and lose and celebrate own and others success.	Intra class competitions have taken place throughout the year. The classes were very competitive and the assemblies were well-received by the children to recognise achievements and to sustain motivation and participation in termly intra-class activities. Link with Chesterfield High School has been made with Y2, Y1 and Reception all being offered Multi Skills sessions led by BTech students/teacher. The children	Links to Junior School and Chesterfield have been made. Seek to strengthen these links exploring further opportunities for students to visit FCINS and for our children to visit eg Chesterfield.

Allow a greater number of pupils to take part in a wider range of sports competitively. All pupils to be more active and engaged in competitive sports. Celebrate sporting achievements.	really enjoyed these sessions and the small pupil to coach ratios to develop their skills. Y2 children visited Chesterfield High School to utilise their facilities to complete Multi Sports there. All staff were deployed and knew what they needed to do during Sports Day. Children understood and completed the 7 stations well and all enjoyed the day, including the parents. High levels of physical activity maintained throughout the afternoons. Very positive feedback received from parents/carers. Link with Junior school was made in order for Year 5 children to assist with the scoring. FJS children supported infant children very well at their stations. This appeared to be mutually beneficial for both schools' children. Look to establish further links next academic year.	Sports Day went well. Maybe look to have a couple more 'races' next year – class relay race was a highlight. Junior school to come across and help again.

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
Ensure that there are girls taking part in PE and extra-curricular clubs	Girls within the school setting	**Key Indicator 3** - Girls will be encouraged and monitored to see how many are taking part in these clubs. Termly monitoring to take place and see progression through the year.	A big push will be had to ensure that girls as well as boys are to take part in extra curricular clubs as well as in PE lessons. Focus of clubs will be considered to attract more girl and some girls only clubs facilitated.	£0
Ensure that all children are bringing in correct kit for PE lessons	All children but a particular focus to be on Pupil Premium children.	**Key Indicator 2** - Class teacher to monitor children who are forgetting to bring their kits into school, or forgetting to come to school in their PE kits. This will then be followed up if it continues and we will contact grown ups if needed.	From the monitoring of the class teacher, termly we will monitor if there are any children in particular who are struggling with PE kits. We will then be able to speak and hopefully help the families, leading to more children coming in the correct kit.	£0

Audit resources required for PE lessons in PE Passport purchase additional resources to ensure high quality PE lessons % extra curriculum activities can be delivered.	All Pupils participating fully in PE lessons and not waiting for turns of resources.	**Key Indicator 3** - Appropriate resources available to deliver high quality, high level engagement lessons.	More suitable resources to be purchased for PE lessons and for extra curricular activities.	£5,000
Fine motor intervention to be targeted in Early Years /KS1	Children identified with fine motor barriers to writing to be targeted for intervention groups. Fine motor challenges to also be set out by EYFS and PE lead.	**Key Indicator 2 -** Improvement in writing – EYFS writing data, KS1 Writing data.	Children to make progress throughout the year and this to be monitored	
Regular EYFS Forest School sessions developing Physical, Literacy, Gross/Fine Motor, Personal, Social, Emotional and Communication and Language in addition to characteristics of effective learning. These are all crucial skills for successful participation in sports	All children in EYFS.	**Key Indicator 2 & 4** EYFS outcomes improved – linked to national 23- school 23 & baseline data.		Staffing £3,500 £500 resources

Provide opportunities for pupils to be active throughout the day. Pupils to develop and improve their fundamental skills such as balancing, coordination and agility.	Active Sport to deliver daily morning, lunch, and afterschool clubs from a 'Sports Technician'. Pupils are to be motivated to participate in new sports from the PE lead, teachers, teaching assistants and sports technician.	**Key Indicator 2 & 4** 100% of Year 2 children to graduate from Children's University including all girls, SEND and PP children.	All pupils to be active throughout the day either in class or through extra curricular activities.	(Pupil Premium to fund places for Disadvantaged pupils & TA support for SEN pupils)
Links to the Junior school and to Chesterfield	Children to work with Chesterfield participating in multi-sports sessions.	**Key Indicator 5** Aspirations for children working with Chesterfield pupils and visiting Chesterfield High School.	Children will be able to be inspired by older children and want to take part in sports.	£0
Work with Chesterfield and Capital cluster to develop KS1 Inter school sports competitions.	Target Yr2 children to participate in new KS1 inter school sports competitions.	Children have experience of inter-school sport competitions.	Contact been made with Julie Moorcroft and this is scheduled for 2024.	£0
New scooter racks to be looked into, priced up and purchased this year	There will be a more sufficient scooter rack which will be accessible for all children. Bought in for KS1, Reception and Nursery	**Key Indicator 2** Scooters to be safely stored on playgrounds	Contact been made with ScooterPod company	£2,000

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
Ensure that there are girls taking part in PE and extra-curricular clubs	A lot of girls have been taking part in extra curricular clubs.	Myself, Mr Robinson and Mrs Edwards and looking into a way to collate data for this easily using Children's University data. It has been a real success though this year with lots of girls taking place in a variety of clubs.
Ensure that all children are bringing in correct kit for PE lessons	Children have been coming to school in their PE kits and ready for the lesson.	This is ongoing but haven't heard of children forgetting their kits continuously. Thinking of that, as of next year, children to come already in trainers to reduce need for pump bags in cloak rooms.
Audit resources required for PE lessons in PE Passport purchase additional resources to ensure high quality PE lessons % extra curriculum activities can be delivered.	All equipment is suitable to use and there is sufficient equipment to use throughout the PE curriculum.	Through discussions with Year group leads, I checked what they felt was missing in the equipment and what needed to be ordered. I then audited the equipment in the PE cupboard and we ordered the required equipment. Since, no teachers have said to myself that there isn't enough equipment and an audit is planned yearly to check that all equipment is suitable to use. We also ordered balance equipment for Nursery to help with their Gross motor.

Fine motor intervention to be targeted in Early Years /KS1	Fine motor is beginning to improve but it is definitely something that needs to continue to improve further	Fine motor intervention has taken place throughout the year and is definitely something that is to be continued next year. Need to ensure that this is completed as the timetable says. Ultimate Kids have been in this half term and last half term delivering sessions to Nursery and interventions for Reception. Beneficial for their physical growth.
Regular EYFS Forest School sessions developing Physical, Literacy, Gross/Fine Motor, Personal, Social, Emotional and Communication and Language in addition to characteristics of effective learning. These are all crucial skills for successful participation in sports	Children have developed good skills throughout these sessions and gained understanding in skills to take place in sports in the future. Helped with their spatial awareness. Dressing themselves linking to PSHE	Mrs Wolfarth has been delivering these sessions for Nursery and Reception every week which has allowed them to really enjoy the outdoors. Whatever the weather, children are getting the experience of working together and gaining all of their important skills.
Provide opportunities for pupils to be active throughout the day. Pupils to develop and improve their fundamental skills such as balancing, coordination and agility.	Pupils have had a multitude of opportunities to be active throughout the day. From lunch time clubs to additional support of a lunchtime being given from Amelia and Ultimate Kids.	Lots of clubs have taken place during school time either at lunchtimes or at different times in the day. Hopefully more clubs will be able to take place next half term outside due to the better weather.
Links to the Junior school and to Chesterfield	Some children have been across to Chesterfield for competitions.	There were supposed to be Sixth Form students coming across to work with all children for Multi skills sessions. Unfortunately, this never took place but is something we are wanting to happen again next year.
Work with Chesterfield and Capital cluster to develop KS1 Inter school sports competitions.	Year 1 and Year 2 have taken part in Football tournaments with Year 1 taking	This has been a real success as 10 children from Year 1 and 10 children

	part in the Merseyside Finals at Finch Farm.	from Year 2 were able to take part in these. We were told that there would be Multi Sports competitions but these didn't take place. Hopefully there will be more for KS1 moving into next year.
New scooter racks to be looked into, priced up and purchased this year	These have come late in the year but hopeful that come Summer 2, there will be an increase in scooters being used.	These have been purchased for Nursery playground and for the KS1 playground. PE Champions created posters around school to promote healthy lifestyle and travelling to school by scooter.

Signed off by:

Head Teacher:	Bev Roberts
Subject Leader or the individual responsible for the Primary PE and sport premium:	Michael Houghton P.E Subject Lead
Governor:	Holly Houghton
Date:	July 2025