



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
Health week – revamped. We have provided a wider range of opportunities to promote participation in a wider range of activities.	This has created much more of an impact and a WOW feel around school. Last year we changed all of the activities from previous years and included all day rugby sessions, Quidditch, summer games, drumzaloud and skateboarding. Having different activities each year keeps the week interesting for staff and pupils and also gives the pupils more opportunity to try different activities.	Health Week is an embedded part of our school calendar which everyone looks forward to. We will continue to look for different activities to expose pupils to a wider range of opportunities.

<p>After several years of very disappointing achievement and attainment in swimming we changed our swimming provision. Instead of attending weekly lessons at the local pool which is disruptive for the whole year and more importantly has not been overly successful with pupils achieving the end of Y6 expectations we decided to try a different approach to swimming and employed Pools for Schools.</p>	<p>We have seen a much higher success rate at meeting the required standards in swimming after many years of pupils not achieving. Children reported that they felt more comfortable and confident swimming at school, especially non swimmers. Pupils were also taught in smaller groups which was also a key factor. Having the pool on site also gave us the opportunity for more pupils to swim, therefore getting pupils in the water much sooner. The parent's survey was wholly positive with many very positive comments, which reinforces our observations.</p>	<p>Having tried this approach this year we have decided to continue with Pools for Schools as it has been so positive for staff, pupils and parents.</p>
<p>Raised profile of PE across the school – pupils come to school in kit and staff wear school PE kit. New PE subject leader has taken on the role and has led PE to make an impact across the school.</p>	<p>Following Covid we decided to continue with pupils (except EYFS) coming to school in PE kit. We have found that this is very positive as it reduces the time for changing and ensures that PE lessons are wholly active and there is no wasted time. Wearing a PE kit ensures that PE is always taught on the correct day and that all classes have two lessons per week. Staff wearing school PE kits has raised the profile of PE and staff are setting a good example to pupils. Pupils recognize that staff are prepared for PE and it sets a good example – wearing PE kit like the pupils. Staff also look more professional and easily identifiable at competitions. As new subject leader, KR has keenly taken on the role and has driven high quality PESSPA across the school. KR has been supported by ES and feels more confident in leading the subject.</p>	

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>Improved Play Leaders and updated the selection process. Look at opportunities to promote different activities during lunchtime.</p>	<p>Pupils Welfare Staff</p>	<p>KI 2 – engagement of all pupils in regular physical activity. KI 4 – Broader range of sports and activities offered to all pupils.</p>	<p>Selection criteria for play leaders has changed so that anyone in Y4/5/6 can apply to be a play leader, with Y6's chosen as team leaders. Play Leaders all completed an application form to show why they wanted to be a play leader and their commitment to the role as this has been a problem in the past. As a result the play leaders have been much more effective and committed over the year. The year 6 team leaders have ensured the smooth running of play leaders and welfare staff have reported that even though there are less play leaders it is of higher quality and much easier to manage. This improves behaviour on the playground and encourages children to be active. Children enjoy lunchtimes and the creative games that are set up. Staff always speak highly of the play leaders and the way in which they are organised. Playground observations show a high level of activity at lunchtimes.</p> <p>KH has also run different activities at lunchtimes to increase awareness of sporting events, such as the Euros during which pupils</p>	<p>Play Leader training included in ESPE.</p> <p>KH training included in Pro Sport</p>

			<p>that wanted to play were allocated teams and played in a tournament which took place over several weeks raising awareness of world sporting events. KH has benefitted from working with Pro Sport to develop his confidence in leading new activities at lunchtimes.</p>	
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<p>Research into a new scheme of work following staff feedback.</p> <p>Staff development in teaching PE and provide support with teaching from a new scheme of work.</p> <p>Broader range of activities taught across the curriculum.</p> <p>Continued support for KR as subject leader to continue to keep PESSPA at the heart of school life.</p>	<p>Teaching Staff, TA's and pupils</p>	<p>KI 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>KI 3 The profile of PE and sport is raised across the school as a tool for whole school improvement.</p> <p>KI 4 Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Upon consultation with staff it was decided that our current scheme of work did not provide a sufficient range of activities for our pupils, or support for staff to teach a broad range of activities within curriculum PE. Staff reported that they found the scheme difficult to follow and very repetitive. KR researched alternative schemes and gave all staff the opportunity to trial several schemes. Following staff feedback, KR chose Get Set 4 PE as the new scheme. The new scheme of work has allowed us to offer a much broader curriculum and activities for our children. We have introduced a lot of new activities, including Golf. In order to introduce this unit we needed to purchase golf equipment to support delivery. This has proved a popular unit of work, especially in Y6. Support from ESPE and Pro Sport was timetabled to ensure that following a staff audit, all staff (including TA's) had the support that they felt that they needed. 100% of staff feel confident in teaching from the new scheme of work and state that they have enjoyed teaching PE more this year as a result of the new scheme and "in class" CPD.</p> <p>As a result of the staff audit, individual members of staff have received support in the areas that they have asked for, with priority given to staff teaching new areas of activity provided through the new SOW. ESPE has</p>	<p>£550 Get Set 4 PE scheme</p> <p>£5500 ESPE</p> <p>£1000 CSSP</p> <p>£4542.12 Pro Sport</p> <p>£248.12 Golf equipment</p> <p>£704 Supply KR to attend PLT days and meet with ESPE/CSSP</p>
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supported teaching staff in EYFS in Dance and Gymnastics, Y1 invasion games and striking and fielding games, Y2 in dance and net & wall games, Y3 in handball and OAA, Y5 in cricket and healthy lifestyles and Y6 in Fitness and Athletics.

Year 1 especially enjoyed the striking and fielding unit of work which they have not had in the previous scheme.

Pupil attainment shows that all year groups are making excellent progress in PE lessons, with 82.46% of pupils working within the expectations for their age, 4.68% working towards and 12.87% working beyond. 100% of our SEN and PP children are working within expectations. This is further broken down to: Boys - 5.94% working towards, 77.23% working within and 16.83% working beyond. Girls - 2.9% working towards, 89.86% working within and 7.25% working beyond.

KH who promotes physical activity at lunchtimes has benefitted from working with Pro Sport to increase his confidence and knowledge in organizing and offering a wide range of opportunities at lunchtimes, particularly for our KS2 pupils. KH has received support in teaching Netball, Handball, Gymnastics, Dance, OAA, Striking and Fielding, Athletics and Golf. Pupil voice also demonstrates that pupils have enjoyed the wider range of activities provided this year.

			<p>As subject leader, KR is supported by ESPE and the Chorley Sports Partnership. KR has benefited from networking opportunities and updates provided through CSSP PLT days as well as working weekly with ES to continue to develop PESSPA across the school. This has resulted in the development of many opportunities across the school, particularly in the development of the curriculum and opportunities for a wider range of physical activities for all pupils.</p>	
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<p>Encourage more physical activity during the school day and beyond.</p>	<p>Pupils, parents</p>	<p>KI1 Increased confidence, knowledge and skills of all staff in teaching PE and Sport. KI2 Engagement of all pupils in regular physical activity. KI4 Broader experience of sports and activities offered to all pupils.</p>	<p>This year we decided to give staff more choice in how they complete the active minutes and offer a wider range of activities to pupils rather than prescribing a specific time to go and complete the daily run around the playground. After consideration of the most up to date research we recognized that it would be far more beneficial for pupils to have shorter, more regular brain breaks during the school day. Upon consultation with staff, they were keen to trial this approach but asked for support in delivering appropriate and worthwhile activities, particularly in the classroom. ESPE delivered a staff training session which shared with staff the reasons why it is important to have regular brain breaks and shared activities on how to do this. Staff were also given the opportunity and encouraged to share good practice and ideas that work for them. All staff reported that they felt more confident after the meeting and have tried more activities as a result. Further consultation has shown that staff prefer the freedom of choosing when it is appropriate and most effective to have a brain break. It has been pleasing to see a wide range of different activities taking place, not just in between lessons, but also activity as part of the lesson. Y5 were observed using QR codes that had been placed around school as part of their</p>	<p>Staff training included in ESPE</p> <p>WOW travel tracker £505.80</p> <p>£60 Bikeability £200 Balance Bikes</p> <p>£600 Basketball HW £750 Orienteering HW £380 Circus Skills HW</p>
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“hunt the facts” introduction to a new unit of work.

We have continued to use the travel tracker to monitor how pupils travel to school. This is now a “paid for programme” but as we saw such value from previous years have decided to continue this. Pupils earn badges for having traveled to school actively for a minimum of three times a week. Pupils are recognized in assembly and can earn badges and certificates. The travel tracker shows that 86% of our pupils regularly travel actively to school. This is an improvement from 66% last year.

Any certificates and success in sport outside of school is also celebrated weekly in the celebration assembly.

Bikeability continues to be an important part of the school calendar. We have a large number of children who cycle to school and this not only teaches them to ride safely but encourages less reluctant children to do so too. This year we had 27/31 achieve level 2 and 31/31 achieved level 1. The four pupils who achieved level 1 also had “Learn 2 ride” sessions as they were non riders prior to their lessons in school. After the sessions they were able to ride and passed Level 1. Children made excellent progress across the 2 days and became much more confident on bicycles. Some of these children were bought

new bikes by their parents as a result. We were also selected to be filmed to help promote bikeability. EYFS enjoyed their sessions of Balance Bikes and the EYFS teacher commented on how much the pupils' gross motor skills improved in such a short time within the session.

Health week was once again updated with a range of new activities. It is an integral part of our school year and is firmly embedded in our school calendar. This year we were able to offer Basketball, Orienteering, Circus Skills and Boot camp. This was well received by all staff and pupils, with staff teaching a range of other health related activities within their classes during the week. The Basketball sessions were a particular success as the player had played in the NBA. As the player was so tall he shared with our pupils how he used his difference in a positive way. This was very inspirational for our pupils. As part of health week we also started Wake and Shake during morning drop off and encouraged parents to join in. This was well received and something we will continue to do next year.

<p>Clubs, competitions and opportunities that extend beyond the school day have always been an important part of school life at Coppull Parish, however, since Covid we have found a decline in the number of pupils attending these clubs. To improve this we have carefully considered, with pupil voice, how to improve the take up of these opportunities.</p>	<p>Pupils</p>	<p>KI 4 Broader range of sport and activities offered to all pupils. KI5 Increased participation in competitive sport</p>	<p>Club data Reception - 59% of children attended an extracurricular club Year 1 - 77% of children attended an extracurricular club Year 2 - 83% of children attended an extracurricular club Year 3 - 86% of children attended an extracurricular club Year 4 - 75% of children attended extra curricular clubs Year 5 - 87% of children attended extra curricular clubs Year 6 - 83% of children attended extra curricular clubs. Giving an average of 82% of pupils attending clubs from KS1 and KS2. We have offered 31 different sporting clubs and attended many competitions including, sportshall athletics, dance, cricket, football and netball leagues, and dodgeball. Highlights include coming 2nd in the football league and 2nd in the cricket competition. We have also attended sports festivals which are aimed at getting the most reluctant children involved in sports, such as traditional games and quad kids. Coaches from the Sports Partnership</p>	<p>£1260 CSSP clubs £150 Reception multi skills competitions (x3) £360 Intra school competitions (Level 1) £1000 Inter school competitions (Level 2)</p>
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			<p>have enabled us to enhance our sports club offer by offering Y1/2 Athletics, Y1/2 Football, KS2 Dodgeball, Y4/5/6 Basketball and Y1/2 multi skills. The pupils have really enjoyed the clubs run by the Sports Partnership which is shown through the clubs being oversubscribed.</p> <p>From previous years we are aware that the youngest children in school (EYFS and KS1) have not had the same opportunity for competitions as KS2. With this in mind the CSSP have delivered three competitions for EYFS over the year as well as Intra school competitions for KS1. This has allowed all of our pupils to experience competition in the school environment. As part of the new Get Set 4 PE scheme of work, there is a template for the Rainbow Games for our EYFS children. This was wholly led by pupils in Y6, giving them the opportunity to develop their leadership skills through delivering this competitive opportunity for the youngest pupils in the school.</p>	
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<p>Improve attainment in swimming across the whole school through all pupils in year 2 and above accessing swimming provision.</p>			<p>Following the success of Pools for Schools last year, we hired them again this year to provide our swimming lessons. Once again, this was a positive experience, with all pupils from year 2 and above having the opportunity to spend time in the pool to develop their confidence. We know that this is really important. From experience we are very aware that the sooner we get our pupils in the pool, the better, as there is much less fear when pupils experience swimming at a younger age.</p> <p>End of KS2 swimming data - 100% of Y6 pupils meet the end of Key Stage expectations. This year we have had year 2, 3 and 6 swimming in the pop up pool. All of year 6 were assessed and played water games to build water confidence.</p> <p>The pop up pool creates a real 'buzz' and excitement about swimming. It has raised the profile and importance of children learning to swim in our school. As a result, parents have signed their children up for swimming lessons outside of school, who have not previously been. The feedback from both parents and pupils is</p>	<p>No additional cost as the tap and electrical socket were installed last year. Swimming provision is covered in the school budget but our current provision includes significantly more pupils.</p>
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			<p>excellent and the children made accelerated progress in their abilities and water confidence, particularly in comparison to previous years.</p> <p>It has also been really nice to assist another local school in setting up this provision for the first time and sharing our successes and notes for adjustments. This was well received and it was lovely to hear that they also had a positive experience through a well planned delivery, using our template for guidance.</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
Introduction of the new scheme of work has led to increased attainment in PE and staff confidence and enjoyment in teaching PE as well as a much broader variety of activities.	All staff feel much more confident and enjoy teaching PE more. Many staff have stated that the plans are much easier to follow and there is a lot less repetition than our previous scheme allowing for more progress of pupils.	We will continue to subscribe to Get Set 4 PE as our PE scheme of work and look to use more features that are available.
Greater range of sporting clubs offered and high engagement in these.	Due to the wider range of clubs offered we have had an excellent level of engagement in these clubs. This has also resulted in us having better success at competition due to pupils having the chance to practice in advance.	We have identified that club uptake is lower in Y1 and Y4 so we will look to enhance our offer for pupils in these classes next year.
Improvement in the variety of daily physical activity through giving staff the ownership to incorporate activity when they feel it is appropriate in the school day. This has led to a much broader range of activities offered rather than the daily run and therefore engages more pupils.	More pupils are active during the school day with a wider range of activities being delivered. Staff have the freedom to incorporate daily active minutes as they deem appropriate in the school day which enhances learning.	Whilst this has improved dramatically, there is still work to be done in this area, which will continue into the next academic year.

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?	100%	<i>Having the flexibility of pools for schools has dramatically improved our swimming results from previous years. Our pupils are more confident in swimming at school and parents are much more aware of the swimming provision as the pool is visible on the school playground, increasing the awareness of our swimming provision.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	100%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>100%</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>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>No</p>	

Signed off by:

Head Teacher:	<i>(Name) Fran Bird</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Kay Robson PE Lead</i>
Governor:	<i>(Name and Role) Neeta Culshaw PE Governor</i>
Date:	24.07.24