



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>KI 1 - To give children opportunities to get active during long teaching sessions. The engagement of all pupils in regular physical activity – kickstarting healthy active lifestyles.</p>	<p>Children are provided with movement breaks throughout the day which helps to increase their daily active minutes. Children utilize all equipment provided during lunchtimes to be more active during free play sessions. They enjoy using the field and dancing to music provided. Peer mentors, LSAs and Middays actively encourage this too, seeking out children who are standing around to join in games.</p>	<p>This helps to increase concentration and thus progression in other subjects. Activity is viewed by children as fun and helps increase physical literacy. Peer mentors will continue to develop and practice leadership skills. Regular audits of provision will take place to ensure children are still using equipment provided to be active.</p>
<p>KI 2 - To raise aspirations in sport throughout the school. Celebration of achievement. Ensure the whole school is aware of the importance of PE within school. Audit of PE equipment and provide new and engaging resources to ensure highest quality provision for all children. Children to understand the importance of PE and Sport in a whole world context. Pupil voice - Children will have more say in what sports takes place in school.</p>	<p>The children enjoyed a visit from the Tongan National Rugby league team and through Q&A sessions were fascinated to hear they started by playing tag rugby like them. It really helped children to see the heights they could reach from humble beginnings. It helped to see that sport was world-wide and the world cup team centred in St Helens meant that they could see how it can affect them - bringing the world to St Helens. The children enjoyed celebrating sportsperson of the week and strived to be that person. It helped open up conversations about PE and what it meant to be a good</p>	<p>Platinum sports games award was earned in 2022-23 The aim is now to retain this once again.</p>

<p>KS 3 - Improved quality of children's PE across the school to ensure all teachers are competent and confident in the delivery of PE. To provide quality coaching delivered by professionals. Improved swimming skills of children in year groups 5&6</p> <p>KS 4 - Introduce more KS1 and lower KS2 clubs. Sports coaches to broaden the sports they cover.</p>	<p>sportsperson. The children felt empowered knowing they didn't have to be the best at sport but just show the values. It helped the children recognize the PE lead and opened up conversations about PE and sport and they enjoyed celebrating their own achievements outside of school. More and more children shared their own experiences in assembly too. Further equipment bought for EYFS to ensure effective PD and build the fundamental skills ready for moving into KS1. After school clubs have been focused on the sports that children were interested in and not just preparation for tournaments. These included cricket, basketball and dodgeball. More children are attending after school clubs and entering tournaments.</p> <p>Revision of the PE long-term and medium-term plans to increase progression and range of skills and sports taught, took place this year, with the help of SIL and a new scheme of learning (Complete PE). The impact of this will be more apparent over the next academic year. So far, the feedback from staff is positive regarding competence and confidence in teaching PE. Children appear to be more engaged and have increased their use of specific vocabulary and skills. Swimming data has currently not improved (see comments section). However, the change to all 60 children from one year group for the whole term, has increased the amount of lessons the children receive.</p> <p>The SHAPES membership has provided opportunities for KS1 to attend tournaments, although there are fewer opportunities than there are for KS2. Year 2 children won one of their tournaments and really enjoyed being able to share this achievement with the school. This positive experience should impact on how many children attend clubs and tournaments in lower KS2 as they move up to Year 3. Further clubs for lower KS2 were provided with a good</p>	<p>Impact for improved quality of teaching will remain a key priority for 2023-24 as we monitor the impact of improvements made.</p> <p>Swimming remains a key priority at Allanson Street. Current data reflects the reduction in swimming lessons provided due to the closure of the local pool and the impact of covid. Data is expected to increase as this impact reduces and all children have been able to attend their full entitlement even with reduced pool time offered and rising transport costs.</p>
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<p>KS 5 - To compete in St. Helens school games competitions. Remove barriers which prevent some children from attending competitive sports. Access to sports clubs outside of school</p>	<p>uptake. High levels of tournament participation are recorded throughout school. A wider range of tournaments have been entered through SHAPES including competitive and non-competitive to increase inclusivity and participation.</p> <p>A wide range of tournaments and competitions have been entered by children in Years 1 – 6. Children are increasing their belief in themselves as sportsmen / women and believing in their abilities to compete as they are able to share their successes with the whole school. School provides a shorts and T-shirt kit and have spare extra kit such as football boots and shin pads to ensure no child misses out because they haven't got their own kit. By attending clubs and tournaments, children are also broadening their knowledge of sporting opportunities and the different ways to be successful in sports. Children are engaging in out of school clubs. This is increasing their fitness, raising aspirations and also improving links between home and school. Their chance to share their success has helped to increase the awareness of out of school activities.</p>	<p>Continue with premium SHAPE membership to allow access to all tournaments.</p> <p>Continue to enter tournaments that provide competitive and non-competitive elements to ensure inclusivity.</p> <p>Continue to hire minibuses to transport children to and from tournaments.</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
<p>Revise the PE long term plan to ensure progressive coverage of the national and EYFS curriculum.</p>	<p>PE coordinator who will design a bespoke curriculum. They will also provide CPD to ensure teaching staff are able to teach the new PE plans and assess effectively. Lesson observations. Liaise with local SGO.</p> <p>PE coach who will provide in the moment CPD during lessons where they are team teaching.</p> <p>Teaching staff who will need to attend provided CPD to be confident in understanding and teaching the new plans. Utilise effective assessment to ensure pupil progress in PE. Communicate with PE coordinator regarding any further CPD required.</p> <p>Children as they will be taught these plans and have progressive and adaptive PE lessons and make progress in PE.</p>	<p>Key indicator 1 - Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>The plans are user friendly, progressive and adaptive, with embedded CPD for staff.</p> <p>The bespoke nature of the planning within the scheme of learning ensures a range of sports can be covered over a child's journey through school that are tailored to the children in our school. This will ensure progression.</p> <p>PE coordinator to attend CPD sessions and offer these to all teaching staff to be able to bring this back to school and share with other staff.</p> <p>CPD sessions led by PE coordinator for staff regarding quality teaching and adaptive teaching of PE (STEP)</p>	<p>Cost for new PE scheme – Complete PE. £450</p> <p>PE Coach £14,711.50</p> <p>Dance instructor £8500</p> <p>School Games membership £749</p>

<p>Raise the profile of PE in school using the following methods:</p>	<p>PE Coordinator to listen to and liaise with PE ambassadors and then action any plans. To</p>	<p>Key indicator 2 - The engagement of all pupils in regular physical activity.</p>	<p>Use of PE Coach for team teaching PE to provide further CPD.</p> <p>Continued use of PE specialists</p> <p>PE coordinator to have 12 hours allocated time to focus on the improvement of PE across school.</p> <p>Keep in regular contact with St. Helens School Games.</p> <p>PE subject leader to plan and undertake a series of lesson observations and/or team teaching with teachers to look at teaching, learning and assessment in PE. Constructive feedback to be given</p>	<p>£0 – PE ambassador training.</p>
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<p>-PE ambassadors</p> <p>-School sport celebrations during celebration assembly and</p> <p>-PE X (formerly Twitter) page to be used to share sporting activities and achievements.</p> <p>-Outside of school sport achievements to be shared weekly during in class news sessions.</p>	<p>communicate with staff regarding celebrations. To update X page regularly and consistently. To carry out regular pupil voice sessions. To ensure tournaments are varied and are shaped around pupil voice.</p> <p>PE coach to share successes from tournaments. To liaise and communicate with PE ambassadors. To update PE X page.</p> <p>Teaching staff to ensure time for, and actively encourage, sharing sporting achievements in class/assembly. To share pictures with PE coordinator or PE coach so these can be shared on PE X page.</p> <p>PE ambassadors to be given time to carry out their role and meet with PE coordinator regularly. Their role to be shared with all other pupils to ensure effectiveness. Continue training throughout the year to ensure they can carry out their role successfully.</p> <p>Pupils are given the opportunity to express their views either to PE ambassadors or during pupil voice sessions. Pupils are able to see their opinions and suggestions have been listened to or actioned.</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>Key indicator 4 - Broader experience of a range of sports and activities offered to all pupils</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<p>importance so they understand the reasons behind raising the profile of PE.</p> <p>Regular and continued use of PE X page to share sporting activities and achievements.</p> <p>PE ambassador role to share and action pupil's voice regarding sports, tournaments and how children wish to be active beyond classes. This will lead to more children taking part and increasing their daily active minutes.</p> <p>Pupil voice sessions to take place regularly and resulting actions communicated.</p> <p>Enter a range of tournaments through School Games to ensure inclusivity and a range of sports offered.</p> <p>Use of PE notice board to communicate tournaments, PE ambassadors, who to talk</p>	
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<p>Increase physical literacy by increasing levels of activity.</p>	<p>PE coordinator – to share what physical literacy means and what it means for our children with teaching staff. To provide fun ways of increasing activity throughout the day. To effectively communicate after-school clubs and tournaments.</p> <p>PE coach – to provide a range of inclusive after-school clubs. Prepare and accompany children to tournaments.</p> <p>Teaching staff – to celebrate and encourage being active and explain why being healthy matters. To communicate after-school clubs and tournaments available. To take part in any initiative to increase activity levels.</p> <p>Peer mentors – to ensure all children are active at playtime by providing games and helping younger children use equipment provided effectively</p> <p>LSA and Midday staff – to ensure all children are active at playtime by providing games and helping younger children use equipment</p>	<p>Key indicator 2 - The engagement of all pupils in regular physical activity.</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>Key indicator 4 - Broader experience of a range of sports and activities offered to all pupils</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<p>to about PE and celebrations.</p> <p>Ensure all year groups are represented over the year to attain maximum participation in tournaments and after-school clubs.</p> <p>PE coach to be released to help run the competitions (lunchtimes and regular PE slots to be used).</p> <p>Enter relevant School Games events and promote through X.</p> <p>Hire and use minibuses to transport pupils to competitive events and sporting activities.</p> <p>Celebrate and promote attendance of out of school activities. Ensure there is one active challenge on the termly steps to success letter.</p> <p>Audit of lunchtime equipment to ensure relevance and usage.</p>	<p>Transport costs for tournaments – minibus hire. £1200</p> <p>PE equipment. £720</p> <p>Additional resources £130</p>
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<p>Improved swimming skills of children in year groups 5&6</p>	<p><i>provided effectively</i></p> <p><i>PE coordinator to source CPD for KS2 teachers. Liaise with local swimming pools to be able to share details of swimming costs and sessions outside of school lessons.</i></p> <p><i>KS2 teachers to attend CPD for</i></p>	<p><i>Key indicator 1 - Increased confidence, knowledge and skills of all staff in teaching PE and sport.</i></p> <p><i>Key indicator 3 - The profile of PE and sport is raised across the school as a tool for whole-school</i></p>	<p><i>Purchase more as and when needed.</i></p> <p><i>Audit of PE equipment to ensure all units of work can be taught effectively and tournaments prepared for.</i></p> <p><i>Ensure Peer mentors and middays are confident with their roles. Provide CPD as and when needed.</i></p> <p><i>PE ambassadors able to carry out their role and find out what the children want or need to increase their levels of activity.</i></p> <p><i>Teachers to use movement breaks such as Go Noodle throughout the day and actively encourage active and healthy children.</i></p> <p><i>Any new members of staff to be sent on training.</i></p> <p><i>To increase confidence look into refresher training for staff who completed training over 6 years ago.</i></p>	<p><i>CPD for swimming</i></p>
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	<p><i>refresher training. Actively encourage swimming and keep track of why children are not attending provided swimming lessons to see if school can help.</i></p> <p><i>Pupils to attend all swimming sessions.</i></p>	<p><i>improvement.</i></p>	<p><i>Share opportunities for swimming outside of school with parents via PE X page to encourage swimming beyond school lessons.</i></p> <p><i>Water safety sessions and assembly to reiterate the importance of knowing how to swim and keep safe in water.</i></p> <p><i>All 60 children from one year group (Y5 and Y6) are able to attend for a full term increasing the number of sessions available to each child.</i></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?	40%	<i>Children currently attend swimming lessons for one full term in years 4, 5 and 6 and assessed in Year 6. This equates to approximately 36 sessions during their school career at Allanson Street. This is 12 hours over ASA's recommended 24 hours. This is also despite rising transport costs.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	40%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>36%</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>All children receive 12 hours over the recommendation of 24 hours. This is despite rising transport costs. This is beneficial to our children as a low percentage attend swimming out of school. A contributing factor to this could be closure of the local swimming pool and low socioeconomic status.</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 have completed the required training. Qualified swimming instructors teach the non-swimmers, while schoolteachers teach the more experienced swimmers.</p>

Signed off by:

Head Teacher:	<i>Lynsey Dingsdale</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Cheryl Spofforth</i>
Governor:	<i>Angela Lashley</i>
Date:	19.12.23