A brochure of a young child

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A young child in a swimming pool

Description automatically generatedThis template can be used for multiple purposes:

by:

* 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**](https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools)**.**

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.

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| **Activity/Action** | **Impact** | **Comments** |
| Walk to school bus  Train school as sports leaders  Relax kids specialist confidence support  CPD training in cricket, tennis and dance | Update of walking bus is an average of 30 children daily.  These children are taking part in 15 minutes of exercise everyday before school starts. Equally the impact on other children’s health by removing an average of 20 cars worth of pollution from the school gates daily.  All Y5 children have taken part in providing games and activities for different year groups throughout the school year. Children supported by welfare staff have implemented a range of games from the book of games.  Total of 26 children received specialist support. 100% of the children rated sport and healthy choices as an improvement made through the programme 95% of the children’s teachers found that the children had improved reliance in sport and an improved positive mindset to allow them to overcome issues.  Children received quality teaching from specialist coaches and teachers improved their knowledge and understanding for sustainability of coaching knowledge | Continue next academic year extremely effective  Y6 children to continue this year and to train Y5 children to take over their roles creating sustainability.  Children more confident in taking part in sport and benefits their mental well being. This will be rolled out to more children in 2023 – 2024  Focus on other teachers and classes in 2023 - 2024 |

**Key priorities and Planning**

This planning template will allow schools to accurately plan their spending.

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| **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** |
| *Continue to develop lunchtime sport sessions/activities for pupils.*  *Provide range of unstructured fitness opportunities at lunch and breaktimes*  *Continue to provide a walking bus every day for children to walk to school to increase their daily exercise* | *Lunchtime supervisors / teaching staff, coaches - as they need to lead the activity*  *pupils – as they will take part.*  *Pupils – as they take part in using equipment*  Walking bus supervisors, as they need to be at bus drop off point at 8:15  *Pupils as they will take part* | ***Key indicator 2*** *-The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.*  ***Key indicator 4****: Broader experience of a range of sports and activities offered to all pupils.*  ***Key indicator 2*** *-The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.*  ***Key indicator 4****: Broader experience of a range of sports and activities offered to all pupils.*  ***Key indicator 2*** *-The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.* | *More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.*  *More children develop independent skills of scootering, woggle boarding and cycling. More children meeting their daily physical needs*  *More pupils will increase and meet their daily exercise by walking a mile to school every day.* | *£500 training costs for additional coaches to support lunchtime sessions.*  *£*3300 *additional Welfare staff to be employed to supervise and run sports activities*  *£1000 for additional equipment*  *£2000 costs for Assistant teachers to run the bus to support lunchtime sessions.* |

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| *CPD for teachers provided by South Ribble*  *To improve the uptake of children taking part in competitive sport*  *Children to experience different sports*  *Develop wellbeing opportunities to ensure children take healthy lifestyle choices in order that they remain mentally sound.* | *Primary generalist teachers.*  *Pupils as they will take part*  *Primary generalist teachers as they will experience*  *Pupils as they will take part*  *Primary generalist teachers as they will experience*  *Pupils as they will take part* | ***Key Indicator 1****: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.*  ***Key indicator 5****: Increased participation in competitive sport.*  ***Key Indicator 1****: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.*  ***Key indicator 5****: Increased participation in competitive sport.*  ***Key Indicator*** *1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.*  ***Key indicator 3****: raising the profile of PE and sport across the school, to support whole school improvement*  ***Key indicator 4:*** *offer a broader and more equal experience of a range of sports and physical activities to all pupils*  ***Key indicator 2****: increasing engagement of all pupils in regular physical activity and sport*  *: raising the profile of PE and sport across the school, to support whole school improvement* | *Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, including teaching and as a result improved % of pupil’s attainment in PE*  *Children will be able to demonstrate their skills and gain experience of competitive sport in a range of different sports against local schools in events organised by South Ribble Sports Partnership. In 12 different sports across a range of age groups.*  *Specialist coaches will deliver a whole school event in Basketball and athletics festivals*  *3 classes of pupil’s will be taught tennis by a specialist coach for 5 weeks*  *Specialist dance coach*  *Relax kids interventions with children who are anxious in relation to sport and improve general wellbeing and educate about healthy living and to encourage them to actively take part in sport and PE.* | *£1000 for 7 teachers to undertake CPD.*  *£3000 paid to the Sports School partnership for organising events.*  *£1000 paid to the Sports School partnership for organising events.*  *Cost of specialist dance coach*  *£2500*  *Specialist Relax Kids/forest school teacher to take individuals or small groups and whole class*  *£8000* |

**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.

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| **Activity/Action** | **Impact** | **Comments** |
| *Continue to develop lunchtime sport sessions/activities for pupils.*  *Provide range of unstructured fitness opportunities at lunch and breaktimes*  *Continue to provide a walking bus every day for children to walk to school to increase their daily exercise*  CPD for teachers provided by South Ribble  To improve the uptake of children taking part in competitive sport  Children to experience different sports  Develop wellbeing opportunities to ensure children take healthy lifestyle choices in order that they remain mentally sound | Increased participation of all year groups with an average of 85% of children across all responding saying they accessed the organised sports at lunch time. An Assistant Teacher has been trained to lead sports activities within the ball cage. KS1 and KS2 have allocated time. Other sporting activities take place in the ball cage and are supervised by the Assistant teacher in preparation for upcoming competitive events e.g. Volleyball, Tag Rugby, girl’s football.  An area has been zoned for more traditional sports activities led by another assistant teacher for all children, activities include skipping, parachute games, etc  The wheeled equipment is now only to be used on the track.  New scooters, woggle boards and balance bikes have increased participation of children using the equipment increasing younger children’s confidence in balancing and increasing active at lunchtime.  Average of 32 daily use the walking bus, giving those child an extra 1 mile of exercise daily, improving their wellbeing and getting them ready for a day at school. Less congestion around the school entrance and less pollution are also benefits.    Dance CPD and basketball training has been given to all staff that increased their confidence and ability to provide greater learning experiences for the children.  External sports competitions  Y6 30 children  Y5 20 children  Y4 16 children  Y3 8 children  Y2 6 children  Y1 6 children  Increased competitiveness  Friendly games organized with Axia schools summer term.  Internal sports competitions  Y6 30 children  Y5 28 children  Y4 32 children  Y3 30 children  Y2 30 Children  Y1 30 children  YR 30 Children  Specialist coaches have delivered whole school events in basketball, athletics, Yoga and rugby.  Lancashire cricket club for Y1 - Y6 leading a session for children and profession development.  3 classes of pupil’s have been taught tennis by a specialist coach for 5 weeks  Specialist dance coach has delivered sessions for every class.  *Forest school sessions with a total of 20 children throughout the year to work to complete activities in the outdoors. YR to Y3 have all had forest school sessions led by the Forest school expert*  22 children have received intensive support from relax kids with their self confidence and mental wellbeing. 20 of those children have reported that they are taking part in sports and games more. 10 children have said that they are taking part in sports activities outside of school since receiving | More children are actively taking part in organised sports events at lunchtimes. This benefits health and wellbeing and had there has been a reduction of behavior issues as the children are focused and less inclined to fall out. This will continue in the next academic year.  The use of a specialist Sports coach at lunchtime in preparing the children for upcoming competitions has been extremely successful and will continue into the next year.  Need to ask children in the academic year what other games they would like to participate in .  Zoning of the scooters to the track has been successful. Continue next year.  Successful again for improving health and wellbeing and reducing congestion. Keep publicising it. Arrange a walk to school day/week next year.  Handball and dance training arranged for next year. New subject leader has had training and will attend South Ribble Professional development next academic year.  Target to improve competitive opportunities for younger pupils within AXIA and Wrist contacts as well as South Ribble competitions.  Staff will be allocated a sport and they will organise teams and will attend the competition.  The use of specialist coaches has two positives. Firstly, the children receive high class sports teaching from specialist teachers and secondly teaching staff have the opportunity to learn from specialist coaches. |

**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*

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| **Question** | **Stats:** | **Further context**  **Relative to local challenges** |
| What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres? | 97% | *Use this text box to give further context behind the percentage.*  *e.g., 30% - we are struggling to get pool space due to our local pool closing so we have had to use a much smaller local school pool. We have had to limit the number of pupils attending swimming lessons during one term which means some pupils have attended fewer swimming lessons than others.* |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? | 97% | *Use this text box to give further context behind the percentage.*  *e.g., Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2024* |

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| What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations? | 97% | *Use this text box to give further context behind the percentage.* |
| 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? | No |  |
| Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety? | No |  |

Signed off by:

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| Head Teacher: | *Julie Brown* |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | *Iain Pearson* |
| Governor: | *Beth Kay* |
| Date: | 11/07/2024 |