



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 (2023/24)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
Opt in to LLG Service Level Agreement (I1 – staff knowledge)	Subject Leader knowledgeable about national and local updates, network with local schools and create competitive opportunities for pupils.	Opted in for 24-25
Daily PESSPA opportunities Y1-Y6 (I1 – staff knowledge and I2 – increase engagement)	PB data show that as a result of confident and knowledgeable teachers, ALL pupils, irrespective of their gender or special educational needs and abilities, make at least good progress from their starting points.	Continue daily exercise. Consideration around 'Active learning' eg exercising while practicing or remembering key knowledge from a different subject.
Using Sports Crew and Play Leaders to increase Active Play at lunchtimes for KS1, and Wigan Athletic for KS2 (I2 – increase engagement)	Pupil Voice shows that pupils enjoy taking part in the structured games and play. They can discuss games that they like to play and know how this improves their physical and mental health. Leadership skills developed across KS2.	Change lunchtime times so Reception can also benefit from structured play via play leaders.
Additional swimming provision for Y6 (I2 – increase engagement)	Initial class assessment – May 2024. Percentage pupils passed = 45%. This was increased to 74% after intensive additional sessions over a 2 month period.	Continue to utilize minibus for small group lessons in this way

Weekly certificates and newsletter around showing 'The Spirit of the Games (I3 – Raising the profile)	Models to parents and pupils what is important during school sport and physical activity, showing that everyone can be successful.	Give certificates at the end of the PE lesson so a thorough explanation linked to the lesson can be shared with real examples.
Combination posts to host competitions (I3 – Raising the profile)	Pupil voice is highly positive about use of the posts – at lunchtime and for competitive events, modelling that we are a 'sporting school'. Trust competitions and local matches have been hosted on school grounds, raising the profile of these sports for both boys and girls.	Temporary posts are needed to develop structured play on KS1.
Additional opportunities and provision (I4- Equal opps for girls/DAP)	Pupil voice has steered the after school provision – dance, football, orienteering, netball. The percentage of girls attending clubs (83%) is higher than boys (70%) despite the school split being boys 55:45 girls.	Continue to carefully track gender and age through clubs to ensure a fair offer for all.
Competitions and events (I5 – participation with competitive sport)	Full engagement with LLG Sports, Leigh Schools Rugby League and Wigan School Games has ensured that lots of pupils have had opportunities to compete – SEND, DAP, Girls, Boys, Mixed, KS1, KS2 at all levels (participation, engagement and competitive events)	Continue to engage in opportunities to maximise the number of pupils representing school in sporting fixtures and events.

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
Employ Wigan Athletic Community Trust for one day per week: -Outdoor Adventurous Activities (rota) -2 classes – full curriculum, with a focus on maximising participation and increasing fundamental movement skills.	Teachers involved with the full process of planning, delivery and assessment to raise their confidence of the EYFS and National Curriculum requirements for PESSPA. Staff gain increased knowledge and understanding of curriculum expectations while being actively engaged in lessons.	<i>Key indicator 1</i> - increasing all staff's confidence, knowledge and skills in teaching PE and sport	<i>Planning to be saved on sharepoint so can be accessed in future years. Explicitly state on planning how participation is maximized for any vulnerable groups through STEP approach.</i>	£4400
Subject Leader (SC) to attend LLG meetings and Subject Leader training and disseminate to wider school staff	Subject Leader's knowledge about the expected standards is accurate and reliable and he can drive standards in PESSPA throughout the whole school. All teaching staff are aware of Safe Practice in PESSPA and are updated about any changes.	<i>Key indicator 1</i> - increasing all staff's confidence, knowledge and skills in teaching PE and sport	This will be built into the professional development of all future PE leaders. LD will support with any succession planning.	£200

School has an effective tracking system in place that identifies inactive or unfit pupils that can be given timely interventions and support. Timetable targeted PESSPA sessions daily for ALL pupils to improve their PB in high intensity activity such as running and skipping.	An increase in fitness will be seen in PB data through short bursts of daily high intensity physical activity. Inactive pupils given the required support to improve their fitness and participation in PESSPA, from support staff as by directed by teachers.	<i>Key indicator 2</i> - Engagement of all pupils in regular physical activity	Planning to be saved on sharepoint so can be accessed in future years. Timetabling of playgrounds by SLT	£500 (equipment and release time for coaching TAs)
Provide additional swimming provision targeted to pupils not yet meeting the swimming and safe self-rescue requirements of the National Curriculum	Maximise percentage of pupils achieving at least the National Curriculum Award by the end of Y6 (Swim 25m using a range of strokes and perform safe self-rescue).	<i>Key indicator 2</i> - Engagement of all pupils in regular physical activity	Minibus use, but parents would have to subsidise cost of tuition	£600 lessons £240 coaches (other travel via minibus)
Wigan Athletic to train Staff, Play Leaders and Sports Crew to maximise participation in physical activity at lunchtimes for all classes	Welfare staff gain knowledge of a bank of games and activities they can organize to promote active lunchtimes. Increase percentage of pupils who are active at lunchtimes through structured play.	<i>Key indicator 1</i> - increasing all staff's confidence, knowledge and skills in teaching PE and sport <i>Key indicator 2</i> - Engagement of all pupils in regular physical activity	A rota ensures the responsibility is shared amongst KS2 pupils and the role does not become a burden. Staff are knowledgeable and can lead future training of play leaders themselves.	£2000
Promote the School Games inclusive of physical activity to parents weekly through newsletters and the local	Pupils' sportsmanship and attitudes towards defeat improve in lessons and at competition level. Pupils are motivated to perform well in lessons, not just physically	<i>Key Indicator 3</i> - Raising the profile of PE and sport across the school for whole school improvement	Displaying the Spirit of the Games qualities is part of the school's Christian ethos.	£500 (certificates, badges, medals, trophies)

community using social media platforms.	but socially and emotionally too. Behaviour in lessons is good.			
School Sports Crew Committee to influence provision and improvements, including summer term fundraiser and games day	Leadership skills are developed as School Sports Crew oversee playtime equipment and report any damaged or lost equipment to subject leader who organises replacements. Regular meetings to improve provision in lessons, lunchtime and after school and to organize events. Feedback to whole school on new decisions made ensures everyone's voice is heard	<i>Key Indicator 3</i> - Raising the profile of PE and sport across the school for whole school improvement	Giving children ownership of a budget helps them to understand the value of money and equipment, and in turn take care and pride in it. Pupils are motivated to lead as their voices are heard.	£700 (£100 per class) £300 lines marked on field.
Provide regular after school sports clubs in a broad range of sports, such as: archery, rugby, cricket, golf, outdoor learning, gymnastics, dance. Subject Leader ensures pupils are given equal opportunities to attend by having a cycle of year groups each half term – these clubs are inclusive to all, regardless of ability level.	A new sport for everyone motivates and raises ambition. Signposting individuals to external clubs ensure passion is rewarded. Teachers become knowledgeable in a new sport and can influence provision in future years. Signposting pupils to external clubs encourages children to lead healthy lifestyles outside of school.	<i>Key Indicator 4</i> - Offering a broader experience of a range of sports and physical activities to all pupils.	Make further links with external clubs to raise the profile of a range of sports	£3000 (£1000 per term) £240 membership fee – online music subscription for dance
Contribute to the cost of a residential visit for Year 5 pupils to learn and practise outdoor adventurous activities at Low Bank Ground, Coniston.	Pupils participate in a range of activities such as raft building, orienteering, kayaking, paddle boarding, hill walking and ghyll scrambling.	<i>Key Indicator 4</i> - Offering a broader experience of a range of sports and physical activities to all pupils.	This can be sustained if subsidy amount comes from fundraising	£2000 subsidy

Provide specialist coaching during lessons so ALL pupils can benefit from learning a new sport	Staff are able to observe best practice and increase knowledge and skills. Pupils gain a broader experience and potential new passion	<i>Key indicator 1</i> - increasing all staff's confidence, knowledge and skills in teaching PE and sport <i>Key Indicator 4</i> - Offering a broader experience of a range of sports and physical activities to all pupils.	Teachers gain knowledge and can lead future curriculum sessions	£2000 +£400 Lancashire Cricket
Contribute towards running costs of the school minibus, including training staff to Level 3 MIDAS.	Teams of pupils are able to be transported to and from sporting events, allowing for further participation	<i>Key Indicator 5</i> - Increasing participation in competitive sport.	Ensure always 3 school staff MIDAS trained so there is always a driver available.	£1000
Provide additional hours for support staff to attend competitions after school/ outside of their typical working hours	Teams of pupils are able to be transported to and from sporting events, allowing for further participation	<i>Key Indicator 5</i> - Increasing participation in competitive sport.	Use volunteers where possible	£500

Key achievements 2024-2025

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
Wigan Athletic Community Trust - <i>Key indicator 1</i> - increasing all staff's confidence, knowledge and skills in teaching PE and sport	Outdoor adventurous activities delivered to all classes throughout the year, giving all children the opportunity to access new, exciting sports. As a result of this, high quality PE lessons have been delivered to both reception and Y1 classes. Staff from both classes have had the opportunity to observe these sessions – increasing knowledge of the curriculum and how to deliver. Planning saved on SharePoint so that it can be used and tweaked to suit next year's cohorts.
SC attending LLG meetings and Subject Leader Meetings. <i>Key indicator 1</i> - increasing all staff's confidence, knowledge and skills in teaching PE and sport	LLG meetings allowed SC to maintain and develop relationships with partnering schools – this then made it easier to create opportunities and attend sporting events in the local area. Subject leader training was beneficial – enabling SC to use this knowledge to inform the leadership of PE.
School has an effective tracking system in place that identifies inactive or unfit pupils that can be given timely interventions and support. <i>Key indicator 2</i> - Engagement of all pupils in regular physical activity	Each class teacher completed a daily PESSPA session each day and one PB session per week. These PBs have then been logged to express the importance of target setting and determination to beat previous milestones.
Wigan Athletic to train Staff, Play Leaders and Sports Crew to maximise participation in physical activity at lunchtimes for all classes. <i>Key indicator 1</i> - increasing all staff's confidence, knowledge and skills in teaching PE and sport <i>Key indicator 2</i> - Engagement of all pupils in regular	Staff have mirror coaches at lunchtimes to gain a better insight into what and how to implement certain games and activities to give children the opportunity to be physically active. Wigan Athletic have worked with pupil to give them specific roles within certain games, as well as ensuring they have the knowledge and skills to set up certain activities.

physical activity	
Provide additional swimming provision targeted to pupils not yet meeting the swimming and safe self-rescue requirements of the National Curriculum. <i>Key indicator 2</i> - Engagement of all pupils in regular physical activity	All Y6 pupils were given the opportunity to attend two swimming lessons to show their ability. Following this, those children who need additional practice attended two more sessions at Howe Bridge Sports Centre.
Promoting School Games within school. <i>Key Indicator 3</i> - Raising the profile of PE and sport across the school for whole school improvement	School games mentioned on each newsletter: sharing competitive achievements, discussing events that have taken place and celebrating weekly spirit of the games winners. The spirit of the games award is a prestigious award in school which has helped children see the importance of the school games values – celebrating the use of these in weekly assemblies. School games display maintained and updated in the hall to celebrate achievements of those who have taken part in school games events.
School Sports Crew Committee to influence provision and improvements, including summer term fundraiser and games day. <i>Key Indicator 3</i> - Raising the profile of PE and sport across the school for whole school improvement	School sports crew have been given the opportunity to contribute to things such as daily sporting opportunities (breaktimes and lunchtimes) – and these have been enabled through the purchasing of new, more suited equipment. Sports crew have been able to contribute towards the improvements of whole school events – offering support and advise on how to improve our school fundraiser (Colour Run 2025) and also School Games Day 2025.
Provide regular after school sports clubs in a broad range of sports. <i>Key Indicator 4</i> - Offering a broader experience of a range of sports and physical activities to all pupils.	Range of sports clubs provided with sport specific coaches employed to deliver sessions – sports clubs informed by pupil voice and upcoming competitive events. Y5/6 Football Club – open to all children in Y5/6 (coach provided). Football team attending competition matches weekly – supported by a qualified coach. Y3/4 Football Club – open to all children in Y3/4 (coach provided). KS2 Girls football club – open to all girls in KS2. Cricket – both boys and girls club (coach provided). Bat and ball games club – catering to all children in reception, year one and year two (coach

	provided). Olympics club – an open club offered to KS2 (coach provided). Dance club – open to all children in KS1 (coach provided). Multiskills club – open to all children in KS1 (coach provided). KS2 dodgeball club – open to all children in KS2 (coach provided).
Contribute to the cost of a residential visit for Year 5 pupils to learn and practise outdoor adventurous activities. <i>Key Indicator 4</i> - Offering a broader experience of a range of sports and physical activities to all pupils.	Y5 residential trip to Brathay Hall was subsidised by school to enable children take part in activities such as – Ghyll Scrambling. Canoeing Hiking Survival skills. Orienteering.
Provide specialist coaching during lessons so ALL pupils can benefit from learning a new sport. <i>Key indicator 1</i> - increasing all staff's confidence, knowledge and skills in teaching PE and sport <i>Key Indicator 4</i> - Offering a broader experience of a range of sports and physical activities to all pupils.	Specialist coaching provided for all classes in many different areas such as – Tennis. Athletics. Dance. Archery. Gymnastics. Invasions Games. Target Games. Orienteering. Specialist coaching provided by Lancashire Cricket to Years 5 and 6. Specialist coaching provided by Splat (Circus sports) to all year groups.
Contribute towards running costs of the school minibus, including training staff to Level 3 MIDAS. <i>Key Indicator 5</i> - Increasing participation in competitive sport.	Training of staff maintained – Currently 5 staff are trained to drive the minibus for sporting events.

Provide additional hours for support staff to attend competitions after school/ outside of their typical working hours. <i>Key Indicator 5</i> - Increasing participation in competitive sport.	This has enabled us to enter events that go beyond typical schooling hours – giving children the opportunity to access a wider range of events.

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?	60%	<i>Use this text box to give further context behind the percentage.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	60%	<i>Use this text box to give further context behind the percentage.</i>

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	60%	<i>Use this text box to give further context behind the percentage.</i>
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?	Yes/No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	

Signed off by:

Head Teacher:	<i>Lisa Draper</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Samuel Collins</i>
Governor:	<i>Nick Fletcher</i>
Date:	<i>22/7/25</i>