



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.**

Activity/Action	Impact	Comments
Provide staff with professional development, mentoring, training and resources to help them teach PE and Dance provision effectively thus improving teaching and learning and so outcomes for pupils.	Following staff skills audit in 2022-23, Dance was highlighted as a specific area of CPD. Staff have taught alongside a Dance teacher this year to enhance our PE curriculum and develop teacher's knowledge and skills.	Staff and pupils have enjoyed the additional dance enhancement this year. Teachers have found it a valuable CPD opportunity. We aim to continue to deliver this next year.

<p>Ensure all staff have a diverse knowledge of different PE topics and can confidently deliver a wealth of age related activities to their class to further improve the quality of teaching.</p>	<p>This year staff have continued to embed the restructured curriculum for PE. Children have been exposed to new, age appropriate activities which has improved quality of teaching and pupil engagement.</p>	
<p>This year we have focussed on our extra- curricular offer and children have had access to a range of non-traditional after school clubs including; yoga, gymnastics and chess. We have been able to target inactive pupils through non-traditional sports offer.</p>	<p>More children have accessed extra curricular opportunities than before at Kingsway. The gymnastics and yoga class proved popular as well as chess. We aim to run these sessions again next year.</p>	
<p>Pupils have been able to attend more Halton Sports activities and competitions than ever before. Children have been able to take part in the swim gala, cross country, tennis and gymnastics events.</p>	<p>Halton sports events took place across KS1 and 2 which a range of children attending, providing new experiences of competitive sports and other sports i.e cross country.</p> <p>The competitions helped to raise the profile of sports across school with many of our pupils coming to support and spectate their classmates when competitions took place after school.</p>	<ul style="list-style-type: none"> • School have signed up with Halton Sports Offer again for Sept 24.

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.

<ul style="list-style-type: none"> Removing barriers to engagement in physical education and wider physical activities 	<ul style="list-style-type: none"> As mentioned, children have had access to a wide range of sporting and physical activities so that they can become excited and involved in various events. We removed barriers to engagement for after school or cross school events by liaising with parents/carers as well as organizing transport to the events. This led to wider engagement 	<ul style="list-style-type: none"> Build links with local clubs to allow children to get involved with more outside of school. Provide parents and children with the information they need and support through school. <p>We aim to continue to expand children's experiences of sport in school and the local area. Kingsway will host more events to enable more children and parents to engage.</p>
<ul style="list-style-type: none"> Increasing the visibility of sports within the school by promoting events, acknowledging achievements, and inviting parents to join us for events and revamping the school curriculum. 	<ul style="list-style-type: none"> PE has a prominent and respected role within the school. We have a great team of play leaders in place of KS1-UKS2 supported by our offer of sports coach over lunchtimes. <p>Our communication with parents through newsletters, twitter and the website allow for their continuous support.</p>	<ul style="list-style-type: none"> We aim to achieve the school games mark in 24/25.

<ul style="list-style-type: none"> We ensured that we provided high quality teaching and learning in all sporting activities by updating our school PE curriculum through development strategy meetings with a consultant. All staff (teachers, TAs and sports coach) worked together to develop subject knowledge and pedagogy within PE. 	<ul style="list-style-type: none"> The teaching and learning of PE has been greatly influenced and promoted by the teamwork of all staff working together. The triangulation of PE has made teachers more confident teaching the PE curriculum and has supported the Sports coach in her role to support various abilities and various pupils across the school. 	
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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>Continue to develop a robust school PE curriculum so that skills and knowledge are built within a unit and from the previous units. The development of the curriculum will also:</p> <ul style="list-style-type: none"> encourage and provide opportunities for more evaluation (self and peer), link to the wider curriculum and wider life. 	<p>Teaching and support staff. Children.</p>	<p>Key indicator 1 = Increased confidence, knowledge and skills of all staff in teaching PE and sport – the refined curriculum will provide links to prior and post learning so that teachers will better understand how key skills build on one another and how they develop. The curriculum will also provide opportunities to watch and evaluate athletes completing the skills that the children are learning and developing. Staff will have ongoing access to CPD opportunities to Team Teach alongside</p> <p>Key indicator 3 = The profile of PE and sport is raised across the school as a tool for whole school improvement – The development of PE will be raised</p>	<p>Children will experience high quality teaching that is consistent across the school and across classes.</p>	<p>£5700 towards consultancy fees and time out of class to develop the curriculum.</p> <p>Dance teacher Cricket lessons James Cooney</p>

<ul style="list-style-type: none"> Provide staff with ongoing CPD opportunities 		<p>through the development and implementation of the new curriculum.</p>		
<p>Support SEND and children who struggle with important fundamental movement skills. This will increase engagement and support progression.</p>	<p>SEND and targeted children</p>	<p>Key indicator 2 - Engagement of all pupils in regular physical activity.</p> <p>Mainstream - There will be a pre-teach in every lesson during the warmup where targeted children will be supported by the class teacher or teaching assistant. Key skills that are vital to the lesson and unit will be pre-taught and subject specific vocab will be explicitly explained.</p>	<p>Targeted and SEND pupils will be more proficient in fundamental skills and can then build upon these in the PE sessions to make good progress.</p> <p>Targeting complex children to ensure sensory diet is proficient to meet need and encourage movement.</p>	<p>Occupational therapy input - £5000</p>
		<p>Resource Base – Children within the resource bases will have access to additional sensory input providing alerting/ organising or calming activities.</p>		

<p>We will continue to plan and provide a broad and balanced physical activity programme throughout the school. We recognise that there is not enough time to cover all sporting activities in the curriculum but we know that by teaching a sports specific curriculum, we are providing the children with a great opportunity to develop their skills in those sports, making them experts by the end of their school career.</p> <p>To enhance their skills further and to provide wider experiences, we will be developing and planning our clubs, break times and visits carefully as well as joining in with Halton Sports and Games, competing against other local primary schools.</p>	<p>Teaching and support staff. Children.</p>	<p>Key indicator 4 = Broader experience of a range of sports and activities offered to all pupils.</p> <p>Children will engage in various clubs such as chess and trampoline, which are not on the school curriculum.</p> <p>They will also have opportunities to meet sports people such as members of Widnes Vikings Rugby Club. These opportunities will enrich the children’s learning and allow them to experience a sport or activity that captures their curiosity and attention.</p> <p>Key indicator 5 - Increased participation in competitive sport.</p> <p>As part of our plans to provide a broad and balanced programme, children are accessing Halton Sports and Games throughout KS1 and 2. A competitive sports day is held every year.</p> <p>Children will have the opportunity to build upon their skills and knowledge gained from the sports they have engaged with previously in the year.</p>	<p>More children will be able to access extracurricular experiences.</p> <p>School playtime and lunchtime offer will enable pupils to engage in opportunities to move more and take part in engaging play.</p> <p>The Sport’s coach funds from the Sport’s Premium support the sustainability of these programmes that run over lunchtime.</p> <p>These opportunities will enrich the children’s learning and allow them to experience a sport or activity that captures their curiosity and attention.</p> <p>learning from the wider activities will support them in their PE lessons and</p>	<p>£7506 Lunchtime play leader/ sports coach</p>
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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>
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<p>What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?</p>	<p>70%</p>	<p>Covid has a huge impact on children being able to swim. Around one in four children could not swim before covid and now the numbers could increase to three in five by 2025-26.</p> <p>Swimming lessons have now become much more expensive so a lot of parents/carers have struggled to afford to send their children to out of school.</p> <p>Some SEND children struggle with fine motor skills and for some children, the lessons at the school are their first experiences of water and of swimming. We have introduced fine motor skills clubs for children and we hope that by introducing the pool at an earlier age, we take any fear out of it and can engage children, both SEND and non-SEND, to engage with swimming both in and out of school hours.</p>
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<p>What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?</p>	<p>70%</p>	
<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>Children were taught water safety and all children performed safe self-rescue in different water-based situations. This was a focus for us as we are surrounded by water e.g. Spike Island canals and close to the river Mersey. The children all know how to enjoy water safely and they have a strong understanding of what to do if they get into trouble and how to call for help. The children all successfully could tread water, use sidestroke and use back floating. All children learned how to relax, conserve energy and move through the water efficiently.</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>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>Teaching and support staff are present in the pool and experience high quality CPD from the trained swimming coach. During the sessions, the teaching and support staff engage in the activities with the children and support individuals either from the side or from the pool. Discussions about assessment and targeted support are had throughout and after the sessions, providing staff with vital CPD to support their understanding of and ability to teach swimming and water safety.</p>

Signed off by:

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Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Grace Newell</i>
Governor:	Chair of Governors
Date:	16/07/24