



# The Primary PE and sport premium

Planning, reporting and evaluating website tool

July 2024

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 (2023/2024)

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

Activity/Action	Impact	Comments
Continued professional development (CPD) £1700	We have continued to work with Rossendale Sports Partnership and Rossendale Leisure Trust to further develop staff confidence in teaching gymnastics, dance and orienteering. We have also worked with the Move and Learn Community to enhance and develop our active curriculum across school and give teaching staff the tools to embed these skills in classrooms and around school. We have also trained staff to use Now Press Play to provide a more active learning experience with great success.	Working alongside Rossendale Sports Partnership has allowed us to have high quality opportunities in a range of sports and activities in a variety of age groups. We have endeavored to ensure that all children get a fair deal and an equal amount of opportunities to participate in PE and Sport and clubs/competitions.
Mental Health Ambassador training and development in partnership with RLT.	MHA to be trained in accordance with RLT. They will be made visible to rest of the school and will help Learning Mentor in their role with low-level counselling needs.	MHA's have had a recognisable role in assisting and helping children on the playground. They are celebrated and they are visible at all times for all children to talk to.
Extra – curricular activities £602	This academic year we have used funding to provide new and extra opportunities such as kickboxing,	Kickboxing has proven to be a popular and successful club and children have also gone on to participate in a kickboxing club in the community as a result. Hiking club has been a major success and has provided valuable learning, outdoor and adventure activities for the children.



## 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><i>Development of our new PE leader.</i></p>	<p><i>New Subject Leader will feel empowered to lead and develop the subject.</i></p>	<ul style="list-style-type: none"> <li>• Conduct an initial meeting with the new PE leader to assess their current knowledge, experience, and confidence level in leading the PE subject.</li> <li>• Pair the new PE leader with an experienced mentor (either from within the school or an external expert).</li> <li>• Identify relevant training courses, workshops, or conferences focused on PE leadership, curriculum development, and inclusive practices.</li> <li>• Conduct an audit of current PE resources (equipment, facilities, etc.) and determine additional needs.</li> <li>• Assist the new PE leader in developing a clear vision and action plan for the subject, including short- and long-term objectives.</li> <li>• Support the new leader in implementing new initiatives, such as extracurricular sports, health and wellness programs, or inter-school competitions.</li> <li>• Set up regular review meetings to monitor progress, provide feedback, and adjust the action plan as needed.</li> </ul>	<p><i>Successful development of the subject leader will have greater impact for the school moving forward.</i></p>	<p><i>CPD training - £2000</i></p>

<p>Use of Rossendale Sports Partnership to further develop CPD</p>		<p>Needs Assessment:</p> <ul style="list-style-type: none"> <li>• Conduct a thorough needs assessment with teachers to identify their specific CPD requirements in PE and physical activity.</li> <li>• Collaborate with the Rossendale Sports Partnership to align the CPD offerings with the school's identified needs.</li> </ul> <p>Specialised Training:</p> <ul style="list-style-type: none"> <li>• Arrange for the Rossendale Sports Partnership to deliver subject-specific CPD sessions for teachers, focusing on areas such as: <ul style="list-style-type: none"> <li>○ Developing subject knowledge in key PE activities (e.g., gymnastics, dance, games)</li> <li>○ Enhancing pedagogical skills for teaching PE effectively</li> <li>○ Integrating technology and digital resources in PE lessons</li> <li>○ Supporting the delivery of the PE curriculum and assessment</li> </ul> </li> </ul> <p>Mentoring and Coaching:</p> <ul style="list-style-type: none"> <li>• Utilise the expertise of the Rossendale Sports Partnership to provide ongoing mentoring and coaching support for teachers.</li> <li>• This could involve in-class observations, feedback, and collaborative lesson planning to help teachers improve their practise.</li> </ul> <p>Networking and Collaboration:</p>	<p>Continued development and partnership with Rossendale Sports Partnership.</p>	<p>£7500</p>
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		<ul style="list-style-type: none"> <li>Facilitate opportunities for teachers to engage in peer-to-peer learning and networking through the Rossendale Sports Partnership.</li> <li>This could include joint CPD sessions, lesson study groups, and cross-school moderation activities.</li> </ul> <p>Access to Resources:</p> <ul style="list-style-type: none"> <li>Leverage the Rossendale Sports Partnership's connections and resources to provide teachers with access to: <ul style="list-style-type: none"> <li>Curriculum planning materials and schemes of work</li> <li>Lesson plans, teaching resources, and equipment</li> <li>Opportunities for pupils to participate in sports competitions and events</li> </ul> </li> </ul> <p>Monitoring and Evaluation:</p> <ul style="list-style-type: none"> <li>Establish a system to monitor the impact of the CPD provided through the Rossendale Sports Partnership.</li> <li>Gather feedback from teachers, observe changes in their practise, and track the progress and engagement of pupils in PE.</li> <li>Use the insights to refine the CPD offerings and ensure they continue to meet the school's needs.</li> </ul>		
<p><i>To further extend our provision of After School club activities to ensure EACH child is involved at various times throughout the year.</i></p>	<p><i>Subject Leader , staff, Office</i></p>	<p>Conduct a Pupil Interest Survey:</p> <ul style="list-style-type: none"> <li>Survey pupils to understand their interests, hobbies, and the types of activities they would like to see offered in the after-school clubs.</li> <li>This will help you tailor the club offerings to better engage the pupils.</li> </ul>	<p><i>There is a range of activities available for the children to engage with</i></p>	<p>£2000</p>

		<p>Rotate Club Offerings:</p> <ul style="list-style-type: none"> <li>• Offer a diverse range of after-school clubs throughout the year, rotating the options each term or half-term.</li> <li>• This could include sports clubs, arts and crafts, STEM activities, cooking/baking, music, drama, and more.</li> <li>• Ensure each child has the opportunity to participate in a variety of clubs over the course of the academic year.</li> </ul> <p>Encourage Pupil Leadership:</p> <ul style="list-style-type: none"> <li>• Empower pupils to take on leadership roles in the after-school clubs, such as club captains or activity leaders.</li> <li>• This will foster a sense of ownership and engagement among the pupils.</li> </ul> <p>Targeted Recruitment:</p> <ul style="list-style-type: none"> <li>• Actively encourage participation from pupils who may not typically sign up for after-school activities.</li> <li>• Identify and personally invite these pupils to join specific clubs that align with their interests.</li> <li>• This can help increase overall participation and ensure broader involvement.</li> </ul> <p>Flexible Scheduling:</p> <ul style="list-style-type: none"> <li>• Consider offering a mix of drop-in and pre-booked club sessions to accommodate different family schedules.</li> </ul>		
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		<ul style="list-style-type: none"> <li>• Provide a range of session times, such as immediately after school, later in the afternoon, and even some weekend options.</li> </ul> <p>Monitor and Evaluate:</p> <ul style="list-style-type: none"> <li>• Regularly review attendance data and pupil feedback to identify any gaps or areas for improvement.</li> <li>• Make adjustments to the club offerings and scheduling as needed to better meet the needs and interests of the pupils.</li> </ul> <p>Collaborate with Community Partners:</p> <ul style="list-style-type: none"> <li>• Explore partnerships with local organisations, clubs, or businesses to expand the range of after-school activities available.</li> <li>• This can bring in specialised expertise and resources to enhance the club offerings.</li> </ul>		
<i>To further enhance our G (Get up and go) active curriculum</i>	<i>Subject Lead Active Lead</i>	<ul style="list-style-type: none"> <li>• Increase Physical Activity Opportunities: <ul style="list-style-type: none"> <li>○ Integrate more physical activity breaks and brain-boosting activities throughout the school day, beyond just PE lessons.</li> <li>○ Encourage teachers to incorporate movement and physical activity into lessons across different subject areas.</li> <li>○ Provide training and resources to support teachers in delivering active lessons.</li> </ul> </li> <li>• Expand Extracurricular Offerings: <ul style="list-style-type: none"> <li>○ Offer a diverse range of extracurricular sports, fitness,</li> </ul> </li> </ul>	<i>Continue to develop our active curriculum both within the school and the wider curriculum.</i>	

		<p>and physical activity clubs before, during, and after school.</p> <ul style="list-style-type: none"> <li>○ Ensure a balance of competitive and non-competitive activities to engage a wide range of pupils.</li> <li>○ Explore partnerships with local sports clubs and community organisations to expand the options available.</li> </ul> <ul style="list-style-type: none"> <li>● Enhance Playtime and Lunchtime Activities: <ul style="list-style-type: none"> <li>○ Provide a variety of engaging play equipment, markings, and resources to encourage physical activity during breaks.</li> <li>○ Organise structured lunchtime activities, games, and sports led by staff or older pupils.</li> <li>○ Consider zoning the playground to allow for different types of play and physical activity.</li> </ul> </li> <li>● Promote Active Travel: <ul style="list-style-type: none"> <li>○ Encourage active travel to and from school, such as walking, cycling, or scooting.</li> <li>○ Implement initiatives like "Walk to School" days or "Bike to School" weeks.</li> <li>○ Ensure safe and accessible routes for active travel, and provide secure bike/scooter storage.</li> </ul> </li> <li>● Integrate Physical Literacy: <ul style="list-style-type: none"> <li>○ Incorporate physical literacy development into the PE curriculum, focusing on fundamental movement skills.</li> <li>○ Provide opportunities for pupils to practise and refine</li> </ul> </li> </ul>		
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		<p>their physical competence, confidence, and motivation.</p> <ul style="list-style-type: none"> <li>○ Ensure progression in physical literacy development across year groups.</li> <li>● Whole-School Approach: <ul style="list-style-type: none"> <li>○ Embed physical activity and active learning as a core part of the school's ethos and culture.</li> <li>○ Engage the whole school community, including staff, parents, and governors, in promoting an active lifestyle.</li> <li>○ Celebrate and showcase pupils' physical achievements and participation.</li> </ul> </li> <li>● Monitor and Evaluate: <ul style="list-style-type: none"> <li>○ Regularly review and assess the impact of your active curriculum initiatives.</li> <li>○ Gather feedback from pupils, staff, and parents to inform ongoing improvements.</li> <li>○ Use data and evidence to demonstrate the benefits of an active curriculum.</li> </ul> </li> </ul>		
<p><i>To enhance the use of the PE App to effectively moderate the attainment of children.</i></p>	<p><i>Subject Lead</i></p>	<ul style="list-style-type: none"> <li>● Provide Comprehensive Training: <ul style="list-style-type: none"> <li>○ Offer thorough training to all teachers on how to effectively use the PE app for assessment and moderation.</li> <li>○ Ensure teachers understand the assessment criteria, how to make accurate judgements, and how to record and track pupil progress.</li> <li>○ Provide ongoing support and opportunities for teachers to share best practises and address any challenges.</li> </ul> </li> <li>● Implement Moderation Processes:</li> </ul>		

		<ul style="list-style-type: none"> <li>○ During moderation, teachers should review samples of pupil work, observations, and other assessment evidence to validate their judgements.</li> <li>○ Identify any discrepancies or areas for improvement, and use the insights to refine the assessment process.</li> <li>● Provide Feedback and Target Setting: <ul style="list-style-type: none"> <li>○ Utilise the PE app to provide meaningful feedback to pupils on their progress and areas for improvement.</li> <li>○ Engage pupils in the assessment process, encouraging them to self-assess and set personal targets for development.</li> <li>○ Empower pupils to take ownership of their learning and actively participate in improving their physical competence.</li> </ul> </li> <li>● Monitor and Evaluate the App's Effectiveness: <ul style="list-style-type: none"> <li>○ Regularly review the impact of the PE app on assessment and moderation practises within the school.</li> <li>○ Gather feedback from teachers and pupils to identify strengths, challenges, and areas for further development</li> </ul> </li> </ul>		
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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
Increase participation in competitive sport	Broadway have had increased participation in a variety of sports such as girls football, boys football, gymnastics, netball, cricket, dodgeball, table tennis and cross country. This has led to participation in further community events such as colour run and park run which has proven successful.	Girls football has been a target this year to improve girls' participation in sport. KS2 girls have improved their performance and reached finals. Girls football kits have been increased in provision as a result of more girls wanting to play football. KS2 children represented Broadway and Rossendale in the cross country finals and came 1 <sup>st</sup> and 2 <sup>nd</sup> respectively.
An improvement in pupil physical activity levels	Due to the OPAL playground, Move and Learn active curriculum and clubs and competitions, we have seen a rise in pupil physical activity. Not only in PE but also throughout the curriculum to increase retention of knowledge and improving movement during lessons in Maths and English.	The OPAL playground has been fully embedded where we are at platinum status and often we are visited to showcase our version of play. The Move and Learn strategies have been a valuable teaching and learning tool to enhance more active learning across the curriculum.
An improvement in school sport participation	Broadway have had an increase in a more variety of activities this year including kickboxing, table tennis and hiking clubs which have proven successful. The children have thoroughly enjoyed kickboxing and hiking club in particular.	Feedback from children suggests that kickboxing and hiking club have provided fantastic opportunities for the children to learn new skills. Children have taken up kickboxing in the community as a result and hiking club has been a huge success due to outdoor and adventure activities which have boosted children's health and wellbeing.
An improvement in participation in extra-curricular activities	Wider variety of clubs such as table tennis, hiking club and kickboxing has led to further participation within the community. We have seen improvement in girls participation. Increased success in cross country, leading to a school colour run and weekly park run.	Broadway have built a positive relationship with the providers of hiking club and kickboxing and this will further improve opportunities moving forwards.
An improvement in swimming	Broadway has doubled its percentage in swimming from last academic year.	90% of children achieved 25 metres, water safety and a range of strokes this 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?	50%	<i>15/30 children have achieved swimming 25 metres this year.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	50%	<i>15/30 children have achieved using a range of strokes effectively.</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>30%</p>	<p><i>9/30 children have achieved safe self-rescue.</i></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>Yes</p>	<p>Rosendale Leisure Trust have provided continued support with the staff that are delivering swimming sessions.</p>

Signed off by:

Head Teacher:	<i>Chris Bolton</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>James Lander – PE Lead (2023-24)</i> <i>Esther Halshaw PE Lead Sept 2024 +</i>
Governor:	<i>(Name and Role)</i>
Date:	