



The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023



The Lancaster
SCHOOL

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 2025.**

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
Increase the opportunities for children to part take in regularly moderate to vigorous physical activity across the school.	More pupils are meeting their daily physical activity goal through completing daily physical activities and developing lifelong active lifestyle.	Outdoor equipment has been purchased to use at playtimes and lunchtimes, this equipment has made children more active at lunchtimes and playtimes. They regularly take part in the daily mile at lunchtimes.
Children participate in high quality Physical Activity sessions each week, enabling them to develop a variety of skills, resilience and perseverance through lessons delivered by Premier coaches alongside teachers and coaches working alongside mid day staff to deliver physical activities at lunch time.	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities. Developing life long active lifestyle. Staff have CPD to help develop skills so that high quality PE lessons are delivered	Sports lead to work closely with Premier Education. Premier Education have provided Lunchtime activities that are structured and varied to enable children to be physically active. Lunch time staff will provide equipment for children to engage with, which are varied throughout the week/term. This has enable children to be physically actives.

<p>Children have had the opportunity to compete competitively within school and between schools. They have the resilience to understand winning, losing and taking part</p>	<p>Participating in competition has helped the children build resilience, develop perseverance and have the skills to work as a team and listen to others.</p>	<p>Children have thoroughly enjoyed taking part in the competitions throughout the year and this has really developed their team work and resilience.</p>
<p>Children develop an understanding of how physical activity leads to improved long term outcomes not only for physical health but mental and emotional wellbeing.</p>	<p>Children understand that physical activity will help them and breathing techniques support mental health. Children understand that being physically active helps improve their mental and emotional health.</p>	
<p>Children have had opportunities to try new activities and have engaged in this raising confidence. After school clubs to offer a variety of active options and promote healthy lifestyles.</p>	<p>The apprentice TA has run after school clubs involving a variety of sporting activities. This has promoted healthy lifestyles and children are more confident to in engaging and trying out the different activities.</p>	<p>There has been an increase in the number of children wanting to take part in after school clubs this year.</p>

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
Children participate in high quality Physical Activity sessions each week, enabling them to develop a variety of skills, resilience and perseverance.	<p>Children are taught PE by qualified coaches and all staff will part take in a mentoring approach to ensure the lessons are of a high quality.</p> <p>Premier sport will provide Lunchtime activities that are structured and varied to enable children to be physically active.</p> <p>Lunch time staff will provide equipment for children to engage with, which are varied throughout the week/term. This will enable children to be physically active.</p>	Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school	<p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</p> <p>Teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school.</p>	<p>£8,385 for premier sport to carry out CPD, and active lunchtimes.</p> <p>£12,000 for Sports Apprentice.</p>
Pupils develop an understanding of how physical activity leads to improved long term outcomes not only for physical health but mental and emotional wellbeing.	<p>Lesson in school based on developing an understanding of being fit and healthy as well as mental and emotional well being such as wellbeing day, healthy eating activities.</p> <p>Children to take to part take in inter school sporting event to promote sports, self-esteem and confidence. Cost of transport to get children to local sports facilities.</p>	Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	<p>Pupils understanding that physical activity will help them and breathing techniques support mental health.</p> <p>Pupils have the skills needed to manage daily activities.</p>	£400 Skipping Man

<p>Pupils have a positive and skilled role models that inspire them to extend skills further.</p>	<p>Premier sport to continue to work alongside staff completing the mentoring approach to ensure the delivery of high quality PE lessons across the school.</p> <p>Premier sport and teaching staff to follow the breakdown of sports created to ensure lessons are progressive across the school.</p> <p>Premier sport and teaching staff assess again the Progression model.</p>	<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<p>Staff training and development to support long term planning and provision to ensure it is rich and varied.</p> <p>Staff have the CPD and skills to deliver high quality PE.</p>	<p>£1000 Development of PE</p>
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<p>Children have had the opportunity to compete competitively within school and between schools. They have the resilience to understand winning, losing and taking part.</p> <p>Pupils have had opportunities to try new activities and have engaged in this raising confidence.</p> <p>After school clubs to offer a variety of active options and promote healthy lifestyles.</p> <p>Visitors to inspire and provide opportunities for developing confidence, skills and perseverance at a new sporting activity.</p>	<p>children to part take in inter school sporting event to promote sports, self-esteem and confidence.</p> <p>Children to take part in sports day. Children to have access to a range of sports through PE lessons, lunch time and after school club.</p> <p>Increase range of links within the local and wider community. This will allow learners to experience new sports and activities that they can then continue in their own time.</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>Encouraging perseverance and resilience and regular attendance at an activity.</p> <p>Pupils build a resilient attitude and have the skills to work as a team and listen to others.</p>	<p>£150 medals for sporting competitions.</p> <p>£1000 Transport.</p> <p>£400 key stage 1 competitions.</p> <p>2x Afterschool club changes 6 weekly (cost already included)</p> <p>£400 Athlete visit</p>
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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	Comments
<p>Children participate in high-quality physical activity sessions each week, enabling them to develop a variety of physical skills, as well as resilience and perseverance.</p>	<p>Pupils have improved their coordination, balance, agility, and overall physical literacy.</p> <p>Children demonstrate determination to improve personal performance and understand the importance of persistence in achieving goals.</p> <p>The focus on effort, teamwork, and reflection in PE has translated into improved focus and perseverance in classroom learning.</p> <p>Regular participation supports both physical fitness and mental wellbeing, contributing to increased confidence and self-esteem.</p> <p>PE and physical activity are viewed as key elements of school life, reinforcing messages about health, effort, and lifelong activity.</p>	<p>Continue to embed high-quality PE provision across all year groups, ensuring consistent skill progression.</p>
<p>Children have had the opportunity to compete competitively both within school (intra-school) and between schools (inter-school).</p>	<p>Pupils demonstrate improved resilience, learning to manage winning, losing, and the importance of taking part with a positive attitude.</p> <p>Pupils have shown increased confidence in their abilities and greater willingness to participate in future sporting opportunities.</p> <p>Improved cooperation, respect, and understanding of fair play both in lessons and competitions.</p> <p>An increase in the number of pupils actively engaging in</p>	<p>Continue to broaden the range of competitive opportunities available to all pupils, ensuring inclusion for less confident participants.</p>

	<p>extra-curricular sport and maintaining participation throughout the year.</p>	
<p>After-school clubs have offered a variety of active options to encourage participation and promote healthy lifestyles among all pupils.</p>	<p>Children report feeling happier and more energised after active sessions, supporting positive mental health.</p> <p>Clubs have catered for a range of abilities and interests, ensuring that all pupils have opportunities to participate and succeed.</p> <p>Children have developed confidence, coordination, and fundamental movement skills transferable to other sports and activities.</p>	<p>Continue to review and broaden the range of clubs offered to maintain engagement and meet pupils' interests.</p>

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?	N/A	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	N/A	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	N/A	
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?	N/A	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	N/A	

Signed off by:

Head Teacher:	Miss N Haughton
Subject Leader or the individual responsible for the Primary PE and sport premium:	Miss N Haughton
Governor:	Mr B Main
Date:	Reviewed July 2025