



The Primary PE and sport premium

Planning, reporting and
evaluating website tool

Updated 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 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 (2024/2025)

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

Activity/Action	Impact	Comments
100% of Edenfield teaching staff (7 out of 7 teaching staff) now deliver the core PE curriculum in school.	Sports premium funding is increasingly sustainable Training of colleagues both by the experienced and highly skilled PE subject leader and via training with LPDS, and the PE consultant, ensures teachers are confident in their subject knowledge, planning and delivery of PE.	Quality PE teaching is maintained over time as highly trained in house staff deliver all lessons across the school. This is supported by regular, high quality CPD provided by the Lancashire Professional Development Service and Rossendale Partnership.
An increase in the number of children, across both key stages, taking part in sporting extra-curricular activities with specific pupils targeted as necessary.	All year groups (with the exception of Reception) are offered opportunities to take part in extra-curricular sporting activities Greater number of girls taking part in sport and competitions.	The sporting activities include but are not exclusive to, tennis, table tennis, athletics, cross country, orienteering, football, netball, skiing, dance, gymnastics, cricket, various outdoor pursuits, and horse riding.
Adventurous after school activities are offered to pupils throughout the year. These are skiing for KS2 and horse	Children had the opportunity to take part in sporting pursuits that they may not have been able	

<p>riding for KS2. Specific pupils are targeted, especially for horse riding where children with disabilities have been offered priority places in the group</p>	<p>to access otherwise – wider opportunities. As a result, children developed resilience in adventurous sports. Parents were also given the opportunity to observe their children participating and progressing, often at an accelerated rate, due to focused small group tuition. Many children are then inspired to take up these sports as hobbies in their own time. Children identified as having a talent for these sports were selected to have additional sessions to develop their talent further and hopefully, continue after they leave primary school – long term impact on health and wellbeing as well as building self-confidence and self-esteem</p>	
<p>Maintain and increase participation in interschool activities for KS1 and KS2. Competitions attended include: running, athletics, tennis, football, dance, gymnastics netball, orienteering, table tennis and cross country.</p>	<p>Children take part in extra sport skill coaching leading up to competitions to develop their ability and improve their confidence. More children across the school have the opportunity to represent Edenfield in a range of sporting competitions.</p>	<p>Children who may not choose to take part in competitions are invited to inclusive festivals which take place across the year for every year group</p> <p>Equipment purchased to implement the intra-school competition organised by the School Sports Crew has enabled children from across the school to experience competitions.</p>
<p>Year 6 children lead games for children in KS1 at lunchtime using skills taught through the Playground Leaders' scheme.</p>	<p>Children are more active at lunchtime, develop confidence and make new friendships with the help and leadership of the playground leaders.</p>	<p>Year 6 playground leaders teach a small group of Year 5 children in summer term on skills and games they can lead with the KS1 children ahead of the transition in September.</p>

<p>All children in school are actively participating in the Edenfield Marathon Challenge twice weekly and pupils understand that this is encouraging them to lead a healthy lifestyle.</p> <p>Children in Year R(EYFS), Y5 and Y6 complete learn to ride / Bikeability</p> <p>Implementing the PE Passport in school and ensuring the PE subject leader is trained with all the up to date knowledge and information to ensure staff remain fully updated on how best to use the App for planning and assessment purposes</p> <p>Sports week organised to raise the profile of sport and fitness cross the school. Activities included:</p> <ul style="list-style-type: none"> • Wheelchair basketball • Gymnastics • Judo • Hockey 	<p>Children develop their fitness and resilience through participation in the Marathon Challenge.</p> <p>96% learned to ride a bike in the EYFS after completing the Learn to Ride course with Go Velo 96% of Y6 pupils achieved level 2 Bikeability 4% achieved level 1</p> <p>Teachers are confident in delivering and assessing PE through the Lancashire PE Passport app. The PE leader works with all the teaching staff to write a bespoke long term curriculum map and medium term plans for every year group.</p> <p>Pupils had the opportunity to try a range of sporting activities for the first time to generate interest in taking up new sporting activities out of school.</p> <p>Specific groups were targeted during the week, including SEN pupils (activities adapted as needed)</p>	<p>Children's overall fitness levels and stamina improve. Increased concentration and participation during lessons after the children have taken part in the Marathon Challenge. All pupils exceed the minimum requirement of two hours of physical activity per week</p> <p>Learn to ride in EYFS has resulted in all children learning to ride a bike and this has been a successful initiative which the school aims to continue to ensure by Y5/6, 100% pupils experience success at level 2 Bikeability and can complete full road safety training</p> <p>Teachers teach character education and values through the updated Lancashire PE units of work. Planning and delivery is coherent and consistent to ensure maximum progress for pupils. All children can demonstrate fundamental movement skills by the age of seven years. Assessment is clear, focused and can demonstrate progress across each unit and across the year. Pupil progress is tracked accurately with focused next steps.</p> <p>The week was very successful and encouraged many pupils to take up new sports such as cricket and hockey. The children were particularly inspired by the wheelchair basketball and this linked well to the school's work on the disability equality badge. The message that:</p>
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<ul style="list-style-type: none"> • Rounders • Dance • Cricket <p>Significant funding was invested in installing new playground markings across all playgrounds including:</p> <ul style="list-style-type: none"> • Hopscotch • Noughts and crosses • Various active zones • Netball court markings (already in situ but renewed) • Football pitch (already in situ but renewed) 	<p>and those who demonstrate a lack of enthusiasm for sport and physical activities. This allowed all groups to participate successfully.</p> <p>The group was very well received by parents – improved parental engagement further</p> <p>Pupils are more physically active at playtimes and this contributes well to them being active for at least sixty minutes daily.</p> <p>Pupils are more focused and engaged at playtimes.</p> <p>The activities promote good teamwork between pupils and groups of pupils.</p> <p>The activities also contribute to maintaining positive physical and mental wellbeing</p> <p>.</p>	<p><i>Sport is for everyone and improves mental and physical wellbeing</i></p> <p>is very well embedded</p> <p>Parent feedback included:</p> <p><i>From experiencing Judo for the first time, wheelchair basketball and dancing, it has been a joy to hear about and see. My son has loved taking part in the new sports, dancing with his peers and being thrown about at Judo!</i></p> <p><i>Whilst the physical aspect is clearly important, his learning about a diverse range of activities is brilliant and we just thought an extra thank-you should be offered to all those involved in the activities this week.</i></p> <p>These activities have allowed the older children to demonstrate different types of physical play to the younger children. Provided extensive opportunities for the playground sports leaders to lead play and games.</p>
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Key priorities and Planning for 2025/2026

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
Enable all children to take part in inter and intra-school competitions with the Rossendale Sports Partnership.	All pupils are given the opportunity to enter a competition or festival	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key indicator 5: Increased participation in competitive sport.	A wider range of competitions ensures more children get the opportunity to represent the school in competitions.	£100
Appointment of a specialist PE teacher to deliver enhanced after school sports activities including: cricket and rugby.	Pupils are given the opportunity to participate in a wider range of after school club sports.	Key indicator 2: The engagement of all pupils in regular physical activity. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	An even wider selection of sports on offer to KS1 and KS2 ensures there are greater opportunities to play different sports at school. Last year out of 43 after school activities, 20 were sports based.	£3000
Employ a specialist dance teacher to deliver after school	With the employment of a new dance specialist, Mrs Hope (permanent class	Key indicator 4: Broader experience of a range of sports and activities offered to all	Provide a wider range of sports clubs to KS1	

<p>dance initially to KS1 with KS2 dance provision added in the autumn term.</p>	<p>teacher) will focus on gymnastics so that both gymnastics and dance will be on offer for academic year 24/25. Previously the school alternated between dance and gymnastics on a rolling programme</p>	<p>pupils</p> <p>Key indicator 2: The engagement of all pupils in regular physical activity.</p>		
<p>Work with the Lancashire Cricket Development Centre to deliver school based cricket sessions to all Y2 before then offering an after school cricket sports club for those who would like to develop their cricket skills further</p>	<p>Widen sports opportunities and develop skills across KS1 so that they can develop these to competition level at KS2</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <p>Key indicator 2: The engagement of all pupils in regular physical activity.</p>	<p>Provide a wider range of sports clubs to KS1. Build and develop cricket skills from KS1 as a foundation for competitive cricket at KS2</p>	<p>£500</p>
<p>The purchasing of new sports and playtime equipment and resources to enhance current provision and expand the range of</p>	<p>Teachers and pupils.</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Pupils will develop skills as a result of having the correct equipment selected to meet the specific planning objectives. Pupils will be motivated to play sports at</p>	<p>£500</p>

<p>sporting activities in the school.</p> <p>Focus on the development of the School Sports Crew as Y5 enter Y6.</p> <p>This is a Year 6 pupil led group who promote sport and physical activities across both key stages and take on additional responsibilities such as organising and leading a variety of intra-sports competitions between different classes and year groups.</p> <p>Purchase new sporting equipment to use</p>	<p>All children, especially the Year 6 School Sports Crew.</p>	<p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<p>playtimes and be active during this time</p> <p>The children who are part of the School Sports Crew will develop leadership and teamwork skills. They will inspire other children to participate in PE and become role models to younger children.</p>	<p>£250</p>
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during playtimes to encourage active play and team building skills.	Children and lunchtime staff.	<p>Key indicator 2: The engagement of all pupils in regular physical activity.</p> <p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement.</p>	<p>Children become more active at playtimes. The younger children will be taught how to use different sporting equipment (plus games they can play) by the older children (sports leaders). Children will benefit from increased physical activity at lunchtime and the profile of sporting activities will increase across all key stages.</p>	£500
Attend and engage with continued professional development (CPD) opportunities for staff with LPDS (Lancashire Professional Development Service) and the Lancashire PE consultant. The PE lead shares all new training and updates with staff through a	Leadership team and all teaching staff.	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement.</p>	<p>Up to date training for staff ensures they are kept up to date with the latest guidance and feel confident when planning, delivering and monitoring PE. PE is taught exclusively by permanent class teachers to ensure consistency of approach and a high quality level of</p>	£500

series of focused INSET training sessions.			planning, delivery and assessment. This in turn leads to good or better attainment and results.	
Inviting external sporting organisations (including cricket, judo, dance and orienteering specialists) into school to promote sport and outdoor activities.	All children who experience the range of sports. Staff may also benefit from observing specific sports coaches.	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	Children get to experience a wider range of sports taught by skilled, expert coaches. Children may develop a passion for these sports and choose to develop their skills further outside of school. The school develops contacts and good relationships with a range of coaches and pass recommendations on to other local schools.	£1500
Annual sports week where a wide range of sporting experts are invited into school to deliver programmes to both key stages – this	All children within school.	Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement	Children develop their fitness and sporting skills throughout the week by taking part in a wider range of sporting	£2000

includes archery, judo, dance, rugby, meditation and basketball.		Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	opportunities. Typically those which may not appear on the core curriculum such as archery. Children may find a new love for a sport and choose to continue this outside of school.	
The promotion of the in school 'Daily Marathon' – children in every class participate in daily running/walking sessions to stay active and healthy.	All children, especially the children who do not have the opportunity to be very active outside school.	Key indicator 2: The engagement of all pupils in regular physical activity.	Children have a 'brain break' from their learning to take part in the 'Daily Marathon'. It is a good way of the children staying active and helps them develop their fitness, stamina and resilience over time.	
Providing weekly opportunities for children to learn to ski (at a local ski slope), including a group identified as demonstrating a talent for this sport	The children who choose to take part and learn an adventurous sport from a young age. (Y3 upwards)	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Children have the opportunity to take part in sporting pursuits that they may not be able to access otherwise – wider opportunities. As a result, children develop resilience in	£3700 (skiing plus staffing) £4000 (riding lessons plus staffing)

<p>Providing weekly opportunities for children to learn to horse ride (at a local LCC approved stables).</p>			<p>adventurous sports. Parents are also given the opportunity to observe their children participating and progressing, often at an accelerated rate, due to focused small group tuition. Many children are then inspired to take up these sports as hobbies in their own time.</p>	
<p>Continue to provide Bikeability training for Year R, Year 5 and Year 6 children</p>	<p>Year R, Year 5 and Year 6 children.</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Children firstly learn or develop their bike riding skills with the 'Learn to Ride' programme in Year R. Children develop their bike riding skills further, progressing to road riding so they can ride safely on the roads with increasing independence. This also supports their transition to high</p>	<p>£500</p>

<p>Continue to Invest in the PE passport planning and assessment tool.</p> <p>Provide CPD on using the PE passport effectively to plan, deliver and assess PE.</p> <p>Investing in class iPads for planning lessons, and collecting evidence in PE.</p>	<p>All children and staff who deliver PE sessions</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p>	<p>school.</p> <p>Children receive high quality lessons planned by the PE Passport team. Through focused CPD, staff know how to use the tool. They plan, deliver and assess PE effectively. Quality of teaching and learning in PE is prioritised.</p> <p>Staff are confident at delivering PE and subject knowledge is secure.</p> <p>Class iPads ensure the tool is easily accessible for all staff and can be used for monitoring during the lesson through photos and videos. Evidence is collected and uploaded to demonstrate attainment and progress.</p>	<p>£500 (CPD)</p> <p>£2800 (technology plus set up costs)</p>
<p>Subsidise the cost of the annual PGL</p>		<p>Key indicator 2: The engagement of all pupils in</p>	<p>Y5/6 pupils access a</p>	

residential holiday so that all Y5/6 pupils have the opportunity to attend including those who may be disadvantaged	Y5/6 pupils	regular physical activity. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	<p>wide range of outdoor pursuits including:</p> <ul style="list-style-type: none"> • Orienteering • Kayaking • Rope challenge • Mountain hikes • Raft building • Tree climbing <p>They learn to take risks, build confidence and develop resilience as well developing strong teamwork and independence. Through school subsidies, all children are encouraged to attend and participate for two consecutive years.</p> <p>Children benefit from working with centre instructors</p>	£900
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Key achievements 2025-2026

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

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?	76%	<i>There was a higher percentage of children with complex SEN in this cohort.</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>There was a higher percentage of children with complex SEN in this cohort.</i>

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	23%	<i>There was a higher percentage of children with complex SEN in this cohort.</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	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes	

Signed off by:

Head Teacher:	<i>Charlotte Garner</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Bethany Harris</i> <i>Class Teacher</i>
Governor:	<i>Barbara Dewar</i> <i>Chair of Governors</i>
Date:	28/7/2024