



# PE and SPORTS PREMIUM

## Evaluation 2023/24 and 2024/25 Action Plan

### Vision for the Primary PE and Sport Premium

**ALL** pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.

The funding has been provided to ensure impact against the following **OBJECTIVE**:

To achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasise that the focus of spending must lead to long lasting impact against the vision (*above*) that will live on well beyond the Primary PE and Sport Premium funding.

**It is expected that schools will see an improvement against the following 5 key indicators:**

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

Under the [Ofsted Schools Inspection Framework 2015](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this. Schools are required to [publish details](#) of how they spend this funding and the effect it has had on pupils' PE and sport participation and attainment.

## HOW TO USE THE PRIMARY PE AND SPORT PREMIUM

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. This means that you should use the premium to:

- develop or add to the PE and sport activities that your school already offers
- make improvements now that will benefit pupils joining the school in future years

For example, you can use your funding to:

- hire qualified sports coaches to work with teachers
- provide existing staff with training or resources to help them teach PE and sport more effectively
- introduce new sports or activities and encourage more pupils to take up sport
- support and involve the least active children by running or extending school sports clubs, holiday clubs and [Change4Life](#) clubs
- run sport competitions
- increase pupils' participation in the [School Games](#)
- run sports activities with other schools

You should **not** use your funding to:

- employ coaches or specialist teachers to cover [planning preparation and assessment \(PPA\)](#) arrangements - these should come out of your core staffing budgets
- teach the minimum requirements of [the national curriculum](#) – including those specified for swimming.

Guidance on the primary PE and sport premium can be found at [gov.uk](#).

Annex 1 – Primary PE and Sport premium – Online reporting template

### SECTION 1A – EVALUATION OF IMPACT/LEARNING TO DATE

Name of school: Clifton Primary School

Academic: 2023 - 2024

In previous years, have you completed a self-review of PE, physical activity and school sport? Yes

Have you completed a PE, physical activity and sport action plan/ plan for the Primary PE and Sport Premium spend? Yes

Is PE, physical activity and sport, reflective of your school development plan? Yes

Are your PE and sport premium spend and priorities included on your school website? Yes

### SECTION 1B – SWIMMING AND WATER SAFETY self rescue focus.

Swimming is an important skill and can encourage a healthy and active lifestyle. All Local Authority schools must provide swimming instruction either in key stage 1 or key stage 2. The [programme of study for PE](#) sets out the expectation that pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
  - use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- 1) perform safe self-rescue in different water-based situations.

Swimming and Water Safety	Please fill out all of the below:
• What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	100%
• What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	100%
• What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	100%
• Schools can choose to use the primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	Yes

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## SECTION 2 – REFLECTION: WHAT HAVE WE ACHIEVED AND WHERE NEXT? 2023/ 2024

Use the space below to identify what your use of the Primary PE and Sport Premium has been to date, and priorities for the coming year:

Key priorities to date:	Key achievements/What worked well:	Key Learning/What will change next year:
<p><b>FMS skills still feeding into improvements in KS2.</b></p> <p>Fewer competitions and little coaching was provided from external agencies due to budget restrictions and no subject leader involvement.</p> <p>PE Passport continues to be used across all classes with confidence shown in PE planning and being able to following the progressions laid out.</p> <p>PE kits continue to be worn by all children on 'PE days' as it has been proven that this maintains involvement of all children within</p>	<p><b>Fewer tournaments entered due to no subject leader involvement but children remained competitive in comps entered.</b></p> <p>Children who did represent the school within inter-school competitions did so with the school 'core values' at the heart of their engagement and did well.</p> <p>PE Passport is now fully integrated into teaching and learning.</p> <p>Participation levels in curriculum PE continue to be good with no 'lost kit' scenarios and no letters to parents sent</p>	<p><b>KS2 to work alongside KS1.</b></p> <p>Local Wyre and Fylde offer to be considered in greater detail again for next year.</p> <p>Effectiveness of the PE Passport needs re-establishing with teaching staff; swimming to be incorporated through PE Passport support next year.</p> <p>We continue to adopt this policy with regards 'PE days' moving forwards.</p>

<p><b>PE and behaviour remains consistent when both in or out of regular school uniform.</b></p> <p><b>Core Values, Character Development and Health and Well-being continue to be integral within PE delivery.</b></p> <p><b>PE sports assistant works tremendously hard to support all year groups across school.</b></p> <p><b>100% of children leaving Year 6 could swim 25m on leaving school at the end of the year.</b></p>	<p><b>home regarding children's non-participation.</b></p> <p><b>Core Values readily promoted within all PE and School Sport opportunities taking place.</b></p> <p><b>Teaching staff recognise the value and contribution provided by DT within school.</b></p> <p><b>Budget restrictions have not prevented the emphasis being placed on Swimming still.</b></p>	<p><b>Staff still aware of providing PSHE opportunities through PE and do so effectively.</b></p> <p><b>More commitment from teaching staff to provide evaluations and assessments utilising DT's support effectively within lessons.</b></p> <p><b>Continue to provide Swimming opportunities in KS2 next year.</b></p>
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### **SECTION 3 – PLANNING YOUR PROVISION AND BUDGET FOR THE COMING YEAR**

**Use the template below to plan how you intend on spending your Primary PE and Sport Premium funding this academic year, to include which of the 5 key indicators that priority relates to. The greyed out boxes allow you to re-visit this section later in the year to review and plan next steps.**

Step by step guidance notes to support completion of the template to achieve self-sustaining improvement in the quality of PE and sport in primary schools:

Step 1: Confirm the total fund allocated

Step 2: Review activities and impact to date either using the template you used last year or section 2 above

Step 3: Confirm your priorities in terms of impact on pupils and enter into column B to detail your school focus (e.g. improved the quality of children's physical literacy at key stage 1)

Step 4: Cross reference these with the 5 key indicators for the Primary PE and Sport Premium by selecting the aspect(s) that this relates to (e.g. increased confidence, knowledge and skills of all staff in teaching PE and sport) and select these from the drop down menu in column A

Step 5: Complete column C to outline key actions to achieve these outcomes (e.g. whole staff training)

Step 6: Complete column D to detail funding allocated to this priority (e.g. £100.00)

Step 7: Complete column F to show how you plan to evidence the impact of this spend on young people

Step 8: Identify when you will revisit this template to update with actual spend, impact and sustainability next steps (greyed out columns E, G & H)

Step 9: The greyed out columns will be useful when reviewing your school's spend later in the year to confirm actual spend and impact to support further plans for the future and sustainability.

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Academic Year: <b>2024/2025</b>		Total fund allocated: <b>£17900</b>					
A	B	C	D	E	F	G	H
PE and Sport Premium Key Outcome Indicator	School focus / planned <b>Intentions</b>	Actions to achieve and <b>Implement</b>	Planned Funding	Actual Funding	Evidence	Actual <b>Impact on pupils</b> <i>To be reviewed: Spring 2025 Summer 2025 Autumn 2025</i>	Sustainability/ Next Steps
1), 2) and 4)	Re-establish the effective use of PE Passport with all teaching staff – and support of PE TA - to make sure that all children continue to be	CPD to be delivered on the PE Passport and PE SL and PE TA to further identify key groups accessing HQ PE and sporting opportunities.	Sports Premium Funding (CPD) <b>£1150</b>  PE / Sports Apprentice ( <b>£13,000</b> )		Observations and teacher assessments highlight children's ability with a greater number of SEN, GDS and PP		

	monitored and are able to access HQ PE as well as out of hours sporting opportunities. Max Whitlock gymnastics units to be added to the Passport planning.	SL to work with the Passport team to establish changes and current best practice.  HQ PE to be delivered in Gymnastics following units accessed on the PE Passport.	<b>PE Passport (£350 – for full capabilities)</b>		children provided for with out of hours activities available for all.		
1) and 3)	New swimming guidance available through the PE Passport and this is to support Staff confidence as well as their overall knowledge and understanding of swimming.	SL to liaise with Graham (instructor at St Annes YMCA) to complete structured guidance on supporting children when swimming.	<b>PE Passport</b>  YMCA St Annes swimming baths and instructors ( <b>£2100</b> )		Greater support for both staff and children with regards the teaching and learning of swimming.		
2) and 5)	Utilise the House Captains and Sports Leaders more often with intra-house competitions and 'playtime activities' to improve the enjoyment and activity levels of all children within school.	Staff Meetings to provide teachers with CPD and work closely with DT to establish wants and needs from both pupils and staff within PE and school sport.	Resources to use during break-time and lunchtimes for the Sports Leaders to oversee and take responsibility for. <b>£300</b>		JA and DT to work with House Captains, Sports Leaders and teaching staff to encourage leadership and 'play' opportunities for all in school.		



4) and 5)	Re-establish links with other schools and engage in more inter-school competitions and opportunities for a wider number of groups.	LSA Sports Association involvement and enter competitions and tournaments run by Wyre and Fylde School Sports Partnership.	<b>Sports Premium Funding – Wyre and Fylde Partnership: £1000</b>		Greater number of children will have taken part in competitive sports and events representing school.		
1) and 4)	Subject Leader to work with Healthy Schools Team members to establish a review of the activities available to children outside of school with a view to encouraging healthier lifestyles for all.	Current out of hours clubs identified with a wider range of opportunities highlighted and an increase in the number of children accessing clubs outside of school	N/A		School to have even greater links to clubs and signpost to a more varied selection of out of hours clubs which provide opportunities for all.		

Completed by:

John Atkinson (PE and Healthy Schools leader)

Date: Autumn Term 2024

Review Date: Spring Term 2025

Summer Term 2025

Autumn Term 2025

Developed by



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