



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.**

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*

Please refer to 2022-2023 Sports Premium Evidence Document on the school website:

https://www.crumpsallprimary.org/uploads/1/2/2/8/122801150/sports_premium_ongoing_2022-23_crumpsall_lane.pdf

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
Staff CPD	Subject leader as they are leading the subject. ECT as they are new to teaching PE.	<i>Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport</i>	Subject leader is informed of important updates and events going on in Manchester. Gaining knowledge to hand over subject role to new leader. ECT more confident to deliver PE lessons of a good standard in the future.	£330
Manchester schools PE association	Pupils who attend competitions outside of school.	<i>Key indicator 5: Increased participation in competitive sport</i>	Most year 6 pupils were able to attend a competition against other schools this year. This was successful and engaged pupils in sport. Continue subscription next year.	£950

Travel to competitions	Pupils who attend competitions outside of school.	<i>Key indicator 5: Increased participation in competitive sport</i>	Essential travel to attend competitions against other schools in Manchester.	£46.30
Lunchtime & After-school provision	All KS2 Pupils during lunchtime and most pupils during after-school clubs (across the academic year)	<p><i>Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</i></p> <p><i>Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p>Lunchtime provision ensures a variety of different sports/activities to engage all pupils to be active and achieve their 30minutes of activity a day in school.</p> <p>After-school clubs allow children to continue to be active and build on what they have learnt in the curriculum. The purpose is fun with the ambition to represent the school at a competition.</p>	£12,073.98
Active learning and brain break subscription	All pupils who attend Crumpsall Lane Primary School.	<p><i>Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement</i></p> <p><i>Key indicator 2 -The</i></p>	Children take part in active brain breaks throughout the day to keep them engaged in their learning. This has seen an increase in	£404

		<i>engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</i>	concentration and better behavior. It also allows children engage in physical activity regularly.	
Playground equipment (scooters, bikes, skipping ropes, bouncers, construction blocks,etc)	All pupils who attend Crumpsall Lane Primary School.	<i>Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</i>	Following the success of zoning and timetabling activities in the KS2 playground. We have purchased equipment to encourage all learners to engage with physical activity.	£6382.98

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
Playground equipment	Children in KS1 now have a broader range of activities during break/lunch time. This has seen their activity rise and most children are now active for their entire lunchbreak. Behavior has improved as children are engaged in a task and this has eliminated some boisterous play. Children are sharing and taking-turns.	<p>“I used to be bored at break time as I didn’t want to play football or go on the climbing frame. Now I can ride a scooter or a bike or build blocks with my friends.” Tamara, year 2.</p> <p>“The children’s behavior is excellent now that they have so many options to choose from. It’s lovely to watch them play” Mrs Irfan, Lunchtime organiser.</p>
Lunchtime & After-school provision	<p>After-school clubs are oversubscribed which shows the popularity of school sport. The impact is that children are being active for longer and are exposed to a broader range of activities.</p> <p>Lunchtime provision has seen the profile of PE being raised and a whole-school improvement has been noticed in behavior at lunchtime. The house team competitions are particularly popular with almost all of KS2 taking part in the dodgeball competition.</p>	<p>“I love going to after-school club. I didn’t think I was good at basketball before but now I can shoot better.” Tania, Year 3</p> <p>“I loved taking part in the dodgeball lunchtime competition. My house team Lowry won the whole competition and we are going to compete against Lowry at Crab Lane next!” Alberto, Year 6.</p> <p>“It’s too expensive to send my son to a professional football club but the school provide the after-school clubs for free which means my son can participate.” Anonymous parent</p> <p>“The children at Crumpsall Lane are really enthusiastic about taking part in school</p>

		<p>sport. They enjoy competing during lunchtime and being part of a club.” Tom, LSC coach.</p>
Active learning and brain break subscription	<p>Children are more active throughout the day, which is contributing to their 60minutes of activity a day. Not only are they being more active but also teachers are noticing they are also more focused in lessons.</p>	<p>“I like the Maths on the move brainbreak. It helps me remember and stay focused!” Meerab, Year 4 “The brain breaks are a great tool to help pupils stay focused in lesson. My class regularly ask to participate and its great there are so many links to learning” Miss Lashmar. “I use the active blasts to support my after school club. The children love them and it makes it easier for me!” Mrs Musollari</p>
Staff CPD	<p>ECT has more experience of teaching PE now and has a better understanding of the PE curriculum. This has seen an increase in confidence and an improvement in their quality of lesson.</p>	<p>“During my teacher training I didn’t get to teach PE much. It was scary teaching PE for the first time and I wasn’t sure how to approach it. Attending the MPETT training was great as it was other ECT’s who were in the same position. Each session we focused on a different aspect of the PE curriculum. I am now feeling more confident to deliver PE” Miss Hinde</p>

<p>Manchester schools PE association</p>	<p>Most children in Year 6 were able to participate in a competition against other schools in the area. This was aspirational for pupils and gave them a taster of what PE looks like at KS3. There was an increased participation of competitive sport from last year.</p>	<p>“I went to 2 competitions this year. The first one I felt nervous but I loved it. I won a school games badge for passion! The second one we attended we came 2nd. I was so happy!” Hadeel, Year 5 “I went to the Athletics arena for the Change 4 Life festival. It was fun doing long jump in the sand.” Mason, Year 5. “The Team MCR events are well organised and ran well. I enjoy attending them and watching the pupils participate.” Miss Rafiq</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>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	74%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	58%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>62%</p>	<p>Raised awareness at school for National Drowning Prevention week in June.</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>Yes/No</p>	<p>No top sessions available at local pool.</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>	

Signed off by:

Head Teacher:	<i>(Name)</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Kelsey Lashmar</i>
Governor:	<i>(Name and Role)</i>
Date:	