



# 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 (2023/2024)

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

Activity/Action	Impact	Comments
Extend 'Active Play' lunch times providing all pupils the opportunity to take part in physical activity	Pupil voice indicates that the children are reporting their enjoyment of lunchtimes. Pupil are happy with the variety of activities on offer throughout lunchtime. Staff are reporting a positive impact on attitudes to learning after lunch times and less times is spent dealing with negative behavior issues.	Consider the introduction of active minutes cards in the classroom – all pupils who access active play fill in a square on the Active Play Chart or a daily challenge. Consider ways how to deliver an 'active play' during rainy days. (Table Tennis League, New Age Kurling etc) Consider introducing 'zones' on the playground in order to structure the activities effectively.
Develop a more active breakfast	Breakfast club figures have increased by 10% this year ensuring that more children have a nutritional breakfast and a healthy start to the day	Target specific children to attend breakfast club
Increase teacher's skills and confidence to teach PE and sport. High quality PE lessons delivered during curriculum time To equip the PE Coordinator, Leadership Team & Governors with the latest up to date information for PE, Sport & Physical Education	Learning walks and lesson observations showed that PE coaches and teachers are confident in their delivery of lessons and that all teaching is considered at least good or better. Staff stated that shadowing an expert in gymnastics and athletics has given them increased	P.E. subject leader to help new Staff/students with Physical Education. Monitoring use of schemes and whole school PE coverage

<p>LSSP Enhanced Membership that includes Skoot Skool, Balanceability, Play Leader Training and Power</p>	<p>confidence to deliver gymnastics sessions effectively themselves.</p> <p>P.E. subject leader has attended CPD training and had fed back to all staff. As a result of this all pupils have made good or better progress over the past year. Pupil voice was extremely positive children said that they really enjoyed P.E.</p> <p>Staff are extremely positive about the Get Set 4 PE schemes of work. The differentiation and whole child approach has ensured that PE lessons are inclusive, progressive and fun.</p> <p>30 Reception children really enjoyed the Balance Bike sessions and staff have reported encouraging feedback from parents about the sessions noting excellent progress at home in learning to ride a bike with or without stabilisers.</p> <p>The Play Leader training has resulted in 15 Year 6 children developing their leadership skills and raising their self-esteem and self-confidence. They have organised a series of fun games every Friday afternoon play time for 30 Y1 children and this has increased the amount of physical activity they undertake. Y6 also have morning break with Year 1 and 2 in order to develop their play leader roles.</p> <p>The Power programme has targeted and engaged with 30 of our Y5 children. Staff and children have noted positive health behaviours (particularly for our most inactive children) as a result of this initiative 8 children are taking part in an extra-curricular club for the first time.</p> <p>Skoot Skool was highly beneficial to a group of children</p>	<p>Help staff understand how to assess in P.E. (use Get Set 4 PE tool)</p> <p>P.E. subject leader to identify any staff that need extra training in P.E. and extracurricular activities.</p> <p>Further professional development for P.E. subject leader and any other staff who need it. P.E. specialists to continue to teach lessons and continue to develop other staff during these lessons.</p> <p>Develop use of Koboca surveys to tailor PE curricular and extra-curricular programme.</p>
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<p>To raise the profile of PE and Sport</p>	<p>with SEND helping to increase their participation, engagement and enjoyment in sport and PE. It has also developed and improved agility, balance, co-ordination and muscle strength and endurance greatly benefiting other sporting activity. A number of children have now started to regularly scoot to school and this active travel has improved their health and fitness.</p> <p>Pupils are very proud to be involved in assemblies/photos on website etc. which is impacting on children's physical, social and emotional wellbeing As a result children's attainment in school has increased along with attendance. A high number of pupils are now attending clubs in the community which is complimenting activities in school and in the curriculum.</p> <p>We have raised the profile of sport around the school by exposing children to a number of different sports and activities such as athletics and cross country. The Liverpool Harriers have been invited into school to coach 90 of our KS2 children and an after-school club has been established due to this, with an uptake of 20 children. School are committed to bringing these coaches back for the next school year and around 70 children will benefit from their expertise. Enhanced coaching will expose the children to new disciplines such as hurdles and high jump, and school will be able to register for the cross country and athletics competitions</p>	
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## 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
Invest in specialist CPD so that staff have the confidence and skills to deliver a high-quality PE curriculum. Encourage staff to seek out and engage in specialist external CPD to address gaps in their own practice. (Focus on Gymnastics, dance and Outdoor and Adventure Activities identified in previous staff audit).	All teaching staff, our sports coach and our PE Subject Lead.	<b>Key Indicator 1:</b> increased confidence, knowledge, and skills of all staff in teaching PE and sport.	Teaching staff value the impact of CPD and a significant proportion report an increase in confidence to deliver PE lessons.	£1500 to cover the costs of providing time for our staff to engage in high quality CPD.
Provide adequate time and resources for staff to engage with the school's PE curriculum/scheme (Get Set 4 PE) so that they know and understand what is to be taught.	All teaching staff, our sports coach and our PE Subject Lead.	Key Indicator 1	Teaching staff report a great knowledge and understanding of the curriculum/scheme, resulting in an improved percentage of pupil attainment in PE.	
Allocate sufficient dedicated leadership time to ensure that the subject of PE is well-led, that staff are adequately supported and that local and national initiatives and developments are implemented effectively at St Vincent de Paul Catholic Primary School.	All teaching staff, our sports coach and our PE Subject Lead.	Key Indicator 1	Increased PE Subject Lead knowledge resulting in better outcomes for pupils in PE. Staff recognise the support from the PE subject Lead, resulting in improvements in their teaching practices.	
Empower teaching staff to take responsibility for teaching PE in 2024/25, supplementing and	All teaching staff	Key Indicator 1	Improved percentage of teaching staff teaching PE on a weekly basis. As a result, staff confidence improves	



enhancing the lessons taught by our specialist Sports Coach				
Embed a play leader approach by providing additional training for pupils and staff with the support of 'Get Set 4 PE' and the LSSP Sports Coaching, so that all pupils have access to moderate to vigorous intensity physical activity at breakfast club, playtimes and lunchtimes. Introduction of LSSP – 'Personal Challenge'.	Support staff, play leaders and pupils.	Key Indicator 2: Increased engagement of all pupils in regular physical activity and sport.	Play leaders in post, resulting in better lunchtime activities on offer for the children and a higher percentage of pupils involved in moderate to vigorous intensity physical activity on the playground. More zonal activities developed on yard.	£2000 to support the lunchtime and to train our play leaders. LSSP PALS training – UKS2 children to plan, lead and review activity sessions
Ensure that the improvements to the playtime offer are sustained by purchasing more equipment, games and storage to further enhance the pupils' experience.	PE lead	Key Indicator 2	Pupil voice recognises the impact of the new resources and as a result, more pupils engage in regular physical activity.	£3500 to purchase new resources and to support the implementation of a strong extracurricular offer.
Continue to offer a variety of extra-curricular clubs and opportunities to improve the engagement of our pupils in physical activity and sport.	All staff, pupils	Key Indicator 2	Improved attendance at extracurricular clubs with more children engaging in regular physical activity (recognised through parental feedback).	
Further develop the profile of PESSPA at St Vincent de Paul by celebrating our successes on the school website and social media platforms.	Pupils and the wider school community.	Key Indicator 3: raising the profile of PE and sport across the school, to support whole school improvement	Increased number of social media/website posts sent out promoting physical education, school sport and physical activity	£150 to purchase certificates, medals and trophies to promote PE and sport across the school.
Hold a high-profile Sports Day where all of the children throughout the school take part in a carousel of activities, Y6 Sports leaders to	The whole-school community.	Key Indicator 3	All stakeholders report a positive impact, collected via pupils/parent/staff voice.	£250 to cover any associated costs.

support.				
Organise further whole-school events, including inter and intra competitions throughout the 2023/24 academic year.	PE lead	Key Indicator 3	Improved number of inter and intra competitions offered to the children. All pupils to participate in some form of competition.	
Continue to empower our pupils to drive improvements in PE and Sport across the school through the appointment of PE and Sport ambassadors.	Sports ambassador and pupils	Key Indicator 3	Ambassador roles created and pupils actively engaging and promoting PE and sport.	
Further improve and enhance our extra-curricular provision by offering a wider range of sports and activities (Balanceability training for EYFS, Skoot Skool for Y3, Dance KS1, Running Club Y5/6, Multi-sports KS2)	PE lead	Key Indicator 4: offer a broader and more equal experience of a range of sports and activities to all pupils.	More pupils subjected to, and engage in, a wider range of sports resulting in an increased percentage meeting their daily physical activity goal.	£2000 for specialist LSSP coaches to deliver extracurricular sessions.
Improve the systems used to collect and analyse the participation data so that we can better target specific groups of children and identify gaps in our provision.	PE subject lead Curriculum lead	Key Indicator 4	Harder to reach pupils, and groups of pupils, are participating in sports and physical activity.	
Provide residential and outdoor/adventurous opportunities to pupils across the school, as well as those in Year 6.	PE subject lead/SLT	Key Indicator 4	More pupils from across the school engage in residential trips and/or outdoor and adventurous activities.	£370 to pay for a LAC to attend the residential visit.
Offer swimming lessons to a wider range of age groups; including top-	PE subject lead	Key Indicator 4	More pupils from across the school engage in swimming lessons and top up, resulting in improved percentages of attainment in	£1000 to cover the costs of additional top-up swimming lessons after





## 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><b>Key Indicator 1:</b> increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p>	<p>By providing time and resources to engage with our Get Set 4 PE curriculum, staff have gained a clear understanding of what to teach and how to teach it, ensuring consistency and progression across the school.</p> <p>Dedicated leadership time was given to support strong subject leadership, enabling staff to stay informed with local and national developments. Empowering class teachers to take greater responsibility for PE, alongside support from our specialist Sports Coach, will enrich pupils' experiences and build sustainable, high-quality provision for 2025/26</p>	<p>For 2025/2026 we will invest in specialist CPD to give staff the confidence and skills to deliver high-quality PE with a focus on training in Gymnastics, Dance, and Outdoor and Adventurous Activities—identified through staff audits— this will ensure gaps in practice are addressed effectively.</p> <p>Coach Kate will be employed for a full day next year. She will be deployed in EYFS in the mornings to help up-skill staff and give the children the basic fundamentals. She will support lunch time staff in how to deliver a range of lunch time sports and activities.</p>
<p><b>Key Indicator 2:</b> Increased engagement of all pupils in regular physical activity and sport.</p>	<p>By training 15 pupil Play Leaders from Year 6, with support from LSSP Sports Coaching, every child in Years 1 and 2 (60 children) now has access moderate-to-vigorous activity before school and throughout break times.</p> <p>The introduction of the new LSSP “Personal Challenge” motivates pupils to set goals and celebrate progress daily.</p> <p>Additional games, equipment and secure storage keep playtimes fresh and inclusive.</p> <p>This year, we have significantly enhanced pupil engagement in physical activity through a broad range of extra-curricular sports opportunities. Approximately</p>	<p>For 25/26 we are going to use LSSP staff to regularly review progress from the Play Leaders as we have noted that their input starts to drop away after a period.</p> <p>Play leaders will promote the personal challenge and will collate a leader board to acknowledge in assemblies and via school website.</p> <p>Strengthen links with the LFC Foundation to further promote and expand girls' football opportunities, potentially developing a competitive girls' team or offering regular coaching sessions throughout the year.</p>

	<p>65% of our pupils have participated in extra-curricular sports, demonstrating a strong uptake across the school. Coach Kate's multi-sport club proved especially popular, with around 120 children from Years 1–6 taking part. Due to its success, we are pleased to confirm its continuation next year.</p> <p>Our Running Club, with 15 committed participants, has provided children the opportunity to represent the school at several cross-country meets and an athletics competition, promoting endurance, resilience, and school pride. Additionally, our partnership with the LFC Foundation brought the <i>Game On</i> programme to all pupils over an 8-week period, enhancing access to structured physical activity during the school day. Their targeted after-school girls' football club attracted 20 participants, helping to improve gender balance in sports participation and foster team spirit and self-confidence among the girls.</p> <p>Collectively, these opportunities have had a positive impact on pupils' physical health, social development, and overall enjoyment of sport. They have also supported our wider goal of fostering lifelong healthy habits and inclusive participation in physical activity.</p> <p>By expanding our range of extracurricular clubs and sporting opportunities, we have significantly increased pupil engagement in physical activity. Attendance at these clubs has improved notably, with more than 120 children, from Y1-Y6 participating in enjoyable and varied physical activities. This growth in involvement is reflected in positive parental feedback, highlighting the benefits of an active lifestyle on our pupils' wellbeing and enthusiasm for sport. Our commitment to offering diverse and inclusive physical activities continues to foster a healthier, more engaged school community.</p>	<p>Enhance the focus of the multi-sport club by incorporating structured training for specific competitions, helping to prepare children for inter-school events and fostering a sense of purpose and achievement. Design preparatory cycles ahead of competitions: include fitness drills, strategy sessions, and skill rehearsals during club hours.</p> <p>Track and analyse participation data more closely to identify gaps in engagement and tailor future provision to encourage even greater involvement across all year groups and demographics.</p>
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<p>Key Indicator 3: raising the profile of PE and sport across the school, to support whole school improvement</p>	<p>This year, we have successfully delivered a range of inter- and intra-school sporting events for Years 1-6, (Quidditch, Dodgeball, Athletics) strengthening our school's sporting culture and increasing pupil engagement in physical activity.</p> <p>Intra-school competitions promoted teamwork, school spirit, and inclusive participation, while inter-school events gave pupils the chance to represent the school, build confidence, and develop key skills in competitive settings.</p> <p>These events have supported wellbeing, encouraged active lifestyles, and fostered a positive ethos around sport and physical activity across the school.</p>	<p>Celebrate &amp; Communicate Success</p> <p>Showcase progress: share photos, quotes, and outcomes in newsletters and on social media. The appointment of PE and Sport ambassadors from Y5-6 will support this.</p> <p>Involve parents and community: invite them to a sports day (Indoor venue already sourced at LJM U) to strengthen engagement and support.</p>
<p>Key Indicator 4: offer a broader and more equal experience of a range of sports and activities to all pupils.</p>	<p>This year, we have focused on offering a broader and more inclusive range of sports and physical activities to all pupils. Through our partnership with the LSSP, children accessed programmes such as Balance Bikes and Skoot Skool. The Balance Bikes sessions were particularly successful in Reception and Year 1, leading us to invest in our own set to ensure ongoing access and skill development for younger pupils.</p> <p>Skoot Skool was delivered to Year 3 and proved highly effective, with a noticeable increase in the number of children now scooting or cycling to school—supporting both physical activity and sustainable travel habits.</p> <p>Additionally, all classes took part in two Outdoor and Adventurous Activity (OOA) days, offering valuable opportunities to develop teamwork, confidence, and</p>	<p>Establish regular Balance Bike sessions as part of the physical development curriculum in Reception and explore extending these into Year 1 to build early confidence and coordination.</p> <p>Further develop our partnership with LJM U to enhance our provision and explore a wider variety of engaging and inclusive activities such as Kin-Ball, Laser Quest, and Cheerleading to broaden the range of experiences available and engage pupils with diverse interests and abilities.</p>



<p>Key indicator 5: increase participation in competitive sport.</p> <p>Provide opportunities for our most vulnerable and inactive pupils, including those with SEND, to participate in a range of inclusive sports. Access to LSSP festivals. Access the POWER programme (delivered over 6 weeks, 50mins per week in groups of 15)</p>	<p>resilience in an outdoor setting. These experiences have contributed to a more equal and engaging physical activity offer across the school.</p> <p>This year, we have begun to make positive steps toward increasing opportunities for all pupils to engage in competitive and inclusive sport through a variety of local and citywide partnerships. Pupils have taken part in inter-school competitions provided through our LSSP membership and other local networks, including LFC, Liverpool Harriers and the cross-country league. These events have helped promote teamwork, resilience, and pride in representing the school.</p> <p>We have also started to prioritise access for our most vulnerable and inactive pupils, including those with SEND, through targeted opportunities such as LSSP festivals and initial engagement with the POWER programme. These inclusive sessions are designed to build confidence, social skills, and physical competence in a supportive environment.</p> <p>While these early steps are promising, we recognise the need to further develop this area. Strengthening our links with local schools will help create more regular competitive opportunities, while expanding access to LSSP SEND events and festivals will be key to ensuring all pupils, regardless of ability or background, can benefit from high-quality physical activity and sport.</p>	<p>Increase Participation in Inclusive Programmes: Proactively target children identified as least active for participation in LSSP inclusive festivals and in-school sessions.</p> <p>Strengthen Local School Links: Actively develop partnerships with local primary schools to create regular, friendly fixtures and joint events, helping to increase opportunities for competitive sport in a supportive setting.</p> <p>Explore forming a local inter-school league or sports cluster to maintain consistency in competitive experiences.</p> <p>Maximise Community Club Involvement: Continue to engage with organisations such as LFC, EFC, Liverpool Harriers, Chance to Shine, and others to bring in external expertise and provide diverse competition and skill-building opportunities.</p> <p>Embed a Strategic Competition Plan:</p> <p>Create an annual sports calendar to ensure sustained involvement in LSSP competitions and external events, with a focus on rotating</p>
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		<p>opportunities across different year groups and abilities.</p> <p>Ensure that competition pathways are clearly linked to school clubs and training (e.g., multi-sport or after-school sessions) to improve readiness and engagement.</p> <p>Monitor and Review Participation: Track and review the involvement of different pupil groups in competitive and inclusive sports to identify gaps and measure impact, allowing for better-targeted support and planning.</p> <p>Train and Support Staff: Provide CPD for staff to confidently deliver inclusive sports and prepare children for competitions, ensuring high-quality provision for all pupils.</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?	51.7%	<i>Use this text box to give further context behind the percentage. e.g., 30% - we are struggling to get pool space due to our local pool closing so we have had to use a much smaller local school pool. We have had to limit the number of pupils attending swimming lessons during one term which means some pupils have attended fewer swimming lessons than others.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	44.8%	<i>Use this text box to give further context behind the percentage. e.g., Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2024</i>

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	51.%	<i>Use this text box to give further context behind the percentage.</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/No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	



Signed off by:

Head Teacher:	<i>Mrs Lisa Salters</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Mr Peter Allen</i> <i>PE Co-Ordinator</i>
Governor:	<i>Eithne Proffit</i> <i>Chair of Governors</i>
Date:	July 2025