





The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

School Updated: July 2025

Commissioned by

Department for Education

Created by

association for Physical Education

YOUTH SPORT TRUST



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
To extend the amount of physical activity in the school day.	Achieved. This year, we have focused on active travel to and from school. We have aimed to give our children *'transport independence and enabled them to walk, wheel or cycle on the school run. We aimed to put the joy back into journeys and create a generation of young people who feel confident to make healthier and greener travel choices.'* Chris Boardman, Active Travel Commissioner. We recognised that '*the journey to and from school is an essential part of the school day for every child, and can improve their health and wellbeing.'* Schools Minister, Nick Gibb. We engaged with the Road Safety team at Lancashire to increase activity levels and opportunities for children. Our Sport England survey result for last academic year (2022/23) showed that only 28% of our children got to school by active means (by foot, bike or scooter). The national average from 2021/2022 was 58% so we were well below this. Our September 2023 data collection analysis showed that only 22 children in the whole school walk to school. This has definitely improved this year and 44% of children walked, cycled or scooted to school during 'Walk/Bike/Scoot to school week' WC 16th May 2024. A huge success! 67 children walked to school (whilst completing a scavenger hunt) and were entered into the raffle draw to win a voucher. Staff and parents encouraged children to take these extra steps for a healthier and happier start to the day. Benefits include: navigational skills, letting off steam before school, improved confidence and self-esteem, road safety skills, developing independence and responsibility. A parent said "We always think we don't have time but parking the car 10 minutes away from school and walking has been a lovely, calm and enjoyable start to each day. We've had time to talk, spot the items on the hunt sheet and enjoy each other's company." Another parent said, "It was nice to connect with nature and get some vitamin D on the way to school. It	Miss Lynch will continue her 'Ready, Set, Move CPD' with a focus on… a. Open days for parents (outdoor learning days, stay and play, forest school's session) to showcase physical activity taking place at school. b. To actively encourage all staff to use both indoor and outdoor environments to incorporate physical activity into learning and play. Movement should be integrated into learning where appropriate and purposeful. It needs to be as much about learning as it does about moving. Incorporated into School Improvement Plan. Added to every subjects' action plan for 2024/25. This will mean that all teachers monitor active learning in their subjects and this can be then fed back to the PE subject leader. Full day timetable for yard, hall and club room. Zone sections on yard. Music in yard. Playleader caps. Active breaks (cones) Equipment for yard and playleaders.

	made us all feel happier for the day ahead". Child A said, "It took my mind off things and I enjoyed it". Child B said, "Moving your body feels nice." Child C said, "It's good to be away from screens." Staff have noticed that children are benefitting from active travel and being outdoors on the way to school resulting in more awake children and 'ready to learn' children. We now allow all children to bike/scoot to school and can store them for children until the end of day. Children have been given every opportunity to ride a bike in year 5 and 6 and extra booster sessions have been offered to those who can't. Keys after school club has also delivered a very successful 'Bike and Scooter Night.' We have also ensured that all children are given the opportunity to be physically active at break and lunch times and these sessions are active and fun. Playleaders and welfare staff are leading and encouraging playtime activities. Children are encouraged and rewarded by sports leaders / play leaders. Children are happy at break times and dinner times and enjoying a variety of activities. We recognize that children need to play more! *When we play, life gets better!* <u>A selection of the wonderful comments from our yearly parental survey:</u> • Thank you to all the staff for all your hard work, the children of St Peter's don't know how lucky they are to have such an amazing school. • The PE and Sports curriculum is run and organised brilliantly by Miss Lynch who is an amazing leader. She organises so many clubs, competitions and events for all the children to take part in. Children of all ages have so many opportunities given to them and the school as a whole holds so many healthy lifestyle activities and events such as: Change for Life Day, Walk to School Week, Mental Health Awareness week and many others. • I think St.Peter's does an excellent job of promoting healthy lifestyles. • My child can be quite shy when joining in with sports but the many opportunities offered at St Peter's helps him increase his confidence immensely, he absolutely loved sports day and he also enjoy his weekly boxing sessions at school. The sports that are offered are varied and it's great that his interest in sports has been captured due to the amount of choice they have to join a club. Thank you for all the effort the staff put in to arrange all the various sporting activities. It's brilliant to see my son trying new things and thriving. • Everything that the children are offered is top quality and available to all! I really couldn't suggest anything to improve as St Peter's does go above and beyond. • There are a wealth of sporting (competitive and non-competitive) opportunities available inside and outside of school, healthy lifestyles are taught in PSHE, fantastic and fun days throughout the year, couldn't ask for any more, St Peter's go above and beyond. • Everything is fabulous. My child does so much and absolutely loves coming to school and being active.	Motto – Sit less, move more! Pupil voices (sample from each class) - What does being active mean to you? Do you enjoy learning? What does a usual lesson look like? Describe a fun lesson. Describe an active lesson. Describe a boring lesson, When do you learn best? c. To continue with break time and lunch time monitoring. TA/welfare staff appraisals to have an active learning objective.

To continue to increase teacher's confidence, knowledge and skills in order to ensure all of our pupils continue to receive High Quality teaching and learning in PE.	Achieved. A high-quality physical education curriculum inspires all pupils to succeed and excel in a range of physical activities, competitive sport and other physically-demanding activities. Children have positive attitudes to PE and report that lessons are fun, exciting, enjoyable and engaging. Children are making good progress in PE (monitoring November 2023) with a high percentage of children achieving ARE or above (governors report 2024). PE monitoring in November 2023 evidences that all teachers have the confidence, knowledge and skills to ensure all of our pupils continue to receive High Quality teaching and learning in PE. Miss Lynch attended the KS1 and KS2 updated scheme of work CPD and updated staff on her findings. Miss Lynch audited staff to see what they'd like to develop their confidence with and organised appropriate CPD where required. Miss Lynch mentored staff who needed it (including student teachers) and accessed external resources too. All teachers are now confident in teaching and assessing fundamental movement skills. All PE teaching staff are using the Lancashire schemes of work along with sticky learning front covers and assessment material. Effective and regular monitoring and evaluating of PE is evidencing that children are making at least expected progress in all areas of the PE curriculum, with many examples of accelerated progress. PE teaching staff have got everything they need (equipment) to deliver high quality PE to every class.	Miss Lynch has spoken to teachers and broken breakdown the PE assessment data to find out which area of PE the children aren't making as much progress in. It became evident that 'Striking and fielding' was an area that most children don't perform as well in so this will be a focus for next year. Children particularly struggle with hitting a ball with a bat so Miss Lynch will give teachers some adapted strategies as well as equipment to help with this like a batting tee. Upper KS2 children also aren't performing as well in OAA which requires team work, problem solving and resilience. This area should be taught in the summer term but could also be included in woods sessions. Teachers want to know exactly what makes an effective PE lesson. This will be shared with staff in a staff meeting and added to the PE policy.

To give all children the opportunity to participate in martial arts. To establish firm and successful links with West Freestyle Martial Arts. To continue to provide positive, memorable experiences in PE, sports and other physical activities.	Achieved. It's wonderful that we've continued to be awarded 'PLATINUM' in the School Games Awards for the 7th year running. Only schools who have maintained consistently high standards with their school sport provision are awarded platinum. This is the highest accolade possible and reflects the awesome range of sporting opportunities our children are provided with. We will apply for Platinum again for the 2025 - 2026 year as we continue to achieve/exceed all of the criteria. We have continued to ensure that all children are provided with positive, memorable experiences in PE, sports and other physical activities. Children have been introduced to sports and activities that they have not done before. Every single child in the whole school has been given the opportunity to represent St. Peter's in at least 2 competitions, events and/or festivals. Some children have taken part in more than 17. Wow! We have attended 61 events, festivals and competitions and were awarded 2nd place on the Rossendale League table. 1st place on the small schools' league table. Every child in the whole school has been given the chance to take part in many extra curricular clubs including football, gymnastics, dance and drama, net and wall games (table tennis, badminton) kick boxing, athletics, fundamental movement skills, running, boxing, striking and fielding games (cricket, rounders), invasion games (dodgeball, handball, basketball) and tri golf. Many children took part in more than 5 clubs a week! Every single year 6 child will be leaving St. Peter's school with a passion or real love for a sport and/or physical activity. Children have been introduced to martial arts through our special health and wellbeing days, after school clubs and local club advertisement. Martial Arts has benefitted our children by improving their overall health and fitness, building confidence, team bonding, improving focus and concentration, teaching discipline, improving agility, motor skills and flexibility. Children from St. Peter's have joined West Freestyle Martial Arts Club which is a centre of excellence in the Rossendale Valley. Children have also joined Mrs Searle's Taekwondo club. Children that attend these clubs can now carry on their journey outside of school and strive to be the best version of themselves and even go on to be one of our next champions or even black-belts. Children have enjoyed martial arts and the special days, experiences and opportunities given to them.	Going forwards, we want to continue to deliver a variety of martial arts clubs and opportunities offering children a range of benefits from physical and mental health to socialising with others their age who share a similar interest. It's a great way for kids to learn a new set of skills, get fit and develop discipline and confidence. Coach Alexis will continue KS1 and KS2 kick boxing and karate after school clubs. They will teach the skills as well as the discipline of their sports so that children can then apply these to their learning in school. To encourage children's families and the wider community to support physical activity outside of school, by providing links to local clubs, play organisations and other community organisations.

To ensure all children with SEN and/or physical disabilities are given regular, meaningful and positive experiences of sport, PE and physical activity.	Achieved. All children with SEN and/or physical disabilities are given regular, meaningful, memorable and positive experiences of sport, PE and physical activity. This was evidenced during PE monitoring in November and was reported in the Governor's report for PE. Data collected (see PE governors report 2024) shows: • Both boys and girls are performing well in PE. • Pupil premium, disadvantaged and EAL are performing well in PE. • SEND is not preventing some pupils from achieving expected levels in PE. 14 out of 25 SEN pupils are at age related expectations or above. 2/25 SEN pupils are working above age related expectations. All children with SEND have represented school in at least 1 physical activity/sporting event this year. This has included inclusion events, festivals, competitions, transition events and other opportunities. Many, have taken part in many more.	Continue what we are doing into the following year.

To raise attainment in swimming by funding top-up swimming sessions for those pupils that don't meet National Curriculum requirements. To inspire a love for swimming at an early age.	Achieved. The pool has ensured we now have 100% of children participating in swimming and the children are active for a sustained period of time. We have inspired a love for swimming at an earlier age and children have really enjoyed this memorable, fun learning experience. All children have had positive, memorable experiences in swimming. All children have enjoyed the pool. All children have improved their swimming techniques. All children have been taught how to be safe in and around water. The electrics are now in place to be used each year benefitting pupils in years to come. The percentage of children achieving the statutory requirements for swimming has increased. Previous statistics = 2021/22 – 40.9% (this is the year group that has been most affected by covid19) 2022/23 – 56% 2023/24 – 76.9% (New intense swimming sessions - pool onsite)	To improve further we need to increase the number of children achieving the statutory requirements for swimming.

Key priorities and Planning

This year's sports premium funding: £16,000 plus £10 per pupil in Years 1-6 = £17,270

The actual spend taken from the Sports Premium Funding for 2024/25 is **£17285** (supplemented by the school budget).
The actual spend **not** taken from The Sports Premium Funding for 2024/25 is £9780 (paid for with the school budget and FOSP).

Key Priorities in Whole School PE, School Sport and Healthy, Active Lifestyles:

ALL pupils leaving St. Peter's RC Primary School (now and in future years) have had positive, memorable experiences in PE, sports and other physical activities. All pupils have been given the opportunity to be as physically active as they are able to be and have the physical competence, confidence, knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong enjoyment and participation in physical activity and/or sport (*physical literacy**).

** Our relationship with movement and physical activity throughout life.*

The sports premium funding has been spent on making additional and sustainable improvements to the provision and quality of PE and sport that we offer. This has benefitted all pupils by encouraging the development of healthy, active lifestyles. It continues to be of high importance to us, that the focus of our spending leads to maximum, long lasting impact that will leave a legacy for and benefit future generations of St. Peter's children. Small steps will create great change!

Our school should demonstrate an improvement across the 6 Key Indicators from the DfE:

1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities.
2. Increasing engagement of all pupils in regular physical activity and sporting activities.
3. Raising the profile of PE and sport across the school, to support whole school improvement.
4. Offer a broader and more equal experience of a range of sports and physical activities to all pupils.
5. Increased participation in competitive sport, festivals, other events and transition into community sport (resulting in improved collaboration with local networks).
6. Meet the National Curriculum requirements for swimming and water safety.

Rossendale School Sport Partnership Package (package C) - £2500.This spending has a massive impact on the 1st 5 key indicators above and offers us a comprehensive PE and school sports programme to develop PE, Competition and Health and well-being. Therefore, the total amount will be divided equally between the first 5 key indicators.

What have we got from the package this year?
Full time support of school games organiser, staff CPD, YST membership, play leader training, competitions/events/festivals, specialist sports coaches, Bikeability level 1 and 2, inclusion officer and inclusion events, celebration festivals, Change4life training, Playleader training, Mental Health Champion training, Gifted and talented academies, free equipment loans, £600 credits to spend with local providers.

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
Miss Lynch will continue her 'Ready, Set, Move CPD' with a focus on the following targets… **To showcase physical activity taking place at school.** Open days for parents (active maths session, outdoor learning days, stay and play, forest school's session). Parents to get involved rather than just observing. **To actively encourage all staff to use both indoor and outdoor environments to incorporate physical activity into learning and play.** Miss Lynch to lead a staff meeting on active learning for teachers and head teacher. Miss Lynch and Mrs Sullivan (head teacher) to lead a welfare staff meeting. Head teacher to incorporate target into School Improvement Plan 2024. Added to every subjects' action plan for 2024/25. This will mean that all teachers monitor active learning in their subjects and this can be then fed back to the PE subject leader. Ready, Set, Play – In a now>press>play experience every child is given a pair of wireless headphones. Immersed in sound and moving around the space, they become the main character in a story, meeting people, discovering places and solving problems on an	Mrs Sullivan (head teacher) and all staff. Miss Lynch (PE and PSHE subject leader) Sports coaches - RLT can support/ team teach with teachers. School Games Organiser can offer support and organises CPD as part of the RSSP package. Joe (RSSP) can offer support. Jess (Lancashire PE and school sport adviser) can offer support/CPD. Miss Lynch can offer support. Ready, Set Move CPD for Miss Lynch. Joe (RSSP), Mrs Raja and Miss Lynch can offer support to welfare staff. Parents School council, play leaders, sports captains and sports crew.	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities Raising the profile of PE and sport across the school, to support whole school improvement Increasing engagement of all pupils in regular physical activity and sporting activities	Movement should be integrated into learning where appropriate and purposeful. It needs to be as much about learning as it does about moving. Children will know that it is important to "sit less and move more". Subject leaders are seeing a positive impact in their subject areas due to more active learning taking place.	Forest schools resources £400 Active learning resources £400 Forest schools treats £30 1/5 of Rossendale School Sport Partnership Package - £500 Play leader caps £56 Spotify account for children £50 Sports captain badges £15 Mental Health Ambassador (Caring Champion) badges - £15 1 x welfare staff wage. Employed as an extra member of staff to encourage children to be active & #work

educational adventure they'll never forget. Full day timetable for yard, hall and club room. Zone sections on yard – school council to decide what the children want. Music in yard. Playleader caps. Active breaks Equipment for yard and playleaders. Motto – Sit less, move more! Pupil voices (sample from each class) - What does being active mean to you? Do you enjoy learning? What does a usual lesson look like? Describe a fun lesson. Describe an active lesson. Describe a boring lesson, When do you learn best? Continue with break time and lunch time monitoring. TA/welfare staff appraisals to have an active learning objective. Joe (RSSP) to work with welfare staff – An afternoon of CPD focused on playground games and fun activities. Joe to work with Y5 to train them on being a playleader right from the start of Year 6.				alongside the welfare staff and playleaders and upskill them £3274 Badminton, tennis and table tennis equipment £200 Play leader and yard equipment for key stage 1 and ks2 - £300 Now, Press, Play Virtual Headphones and experiences £1500 1/5 of Rossendale School Sport Partnership Package £500

To increase children's ability and progress in striking and fielding games. To increase teachers' confidence with teaching striking and fielding games. Miss Lynch has spoken to teachers and broken breakdown the PE assessment data to find out which area of PE the children aren't making as much progress in. It became evident that 'Striking and fielding' was an area that most children don't perform as well in so this will be a focus for next year. J. Cordingly from Lancashire cricket and Joe to come in and deliver some sessions with our ks2 children and teachers. Children particularly struggle with hitting a ball with a bat so Miss Lynch will give teachers some adapted strategies as well as equipment to help with this like a batting tee. A cricket professional called Chirag who is also a coach for Lancashire Cricket Foundation, will work alongside teachers in Class 3,4,5 to upskill them in the area of 'Striking and fielding' and give some ideas, support and advice. Upper KS2 children also aren't performing as well in OAA which requires team work, problem solving and resilience. This area should be taught in the summer term but could also be included in woods sessions.	Mrs Sullivan (head teacher) and all staff. Miss Lynch (PE and PSHE subject leader) Sports coaches - RLT can support/ team teach with teachers. School Games Organiser can offer support and organises CPD as part of the RSSP package. Joe (RSSP) can offer support. Miss Lynch can offer support. J.Cordingly from Lancashire cricket to work with children and staff. Joe (RSSP), Mrs Raja and Miss Lynch can offer support to welfare staff. Parents School council, play leaders, sports captains and sports crew.	Increasing confidence, knowledge and skills of all staff in teaching PE and sport. Offer a broader and more equal experience of a range of sports and physical activities to all pupils Increased participation in competitive sport, festivals, other events and transition into community sport (resulting in improved collaboration with local networks).	Teachers are confident with teaching Striking and Fielding games. Children have made progress in the area of Striking and Fielding. Children in KS2 have taken part and enjoyed inter and intra striking & fielding competitions and/or festivals.	Batting tee x 2 £60 Tennis balls £50 Subject leader release time £60 x 3 days £180. 1/5 of Rossendale School Sport Partnership Package - £500 Rossendale Leisure Trust working alongside teachers to upskill them £827

Teachers want to know exactly what makes an effective PE lesson. This will be shared with staff in a staff meeting and added to the PE policy. Teachers to identify 'End of unit' learning gaps in each area of PE to be passed to the next teacher. PE intervention delivered by inclusion specialist, teachers, TA's and welfare staff. Cricket competitions and class rounders competitions. Subject leader release time - This will have a massive impact on the whole school as time will be spent doing walkthroughs of PE lessons, pupil interviews, PE policy, whole school PE curriculum timetable mapping, club organisation, curriculum planning and front cover sheets, pupil chats and action plan.				

To ensure every child in KS2 is given the opportunity to take part in at least 2 competitions, events and/or festivals. To ensure every child in KS1 is given the opportunity to take part in at least 1 competition, event and/or festival. To ensure every child is given the opportunity to take part in a variety of clubs (of which many will have a pathway to competitions and festivals).	Mrs Sullivan (head teacher) and all staff. Miss Lynch (PE and PSHE subject leader) Sports coaches - RLT can support/ team teach with teachers. School Games Organiser can offer support and organises competitions as part of the RSSP package. Joe (RSSP) can offer support for team training. Miss Lynch can offer support. Mrs Raja and Mrs Searle to help teams practice at lunch times. Parents.	Increased participation in competitive sport, festivals, other events and transition into community sport (resulting in improved collaboration with local networks).	Every child has been given the opportunity to represent St Peter's at least once (KS1) or twice (KS2) in competitions, inclusion events and/or festivals. Every child has the opportunity to attend a range of sports clubs before school, at lunch time and after school.	Teacher cover to take children to events. 10 half day events £300 KS1 & KS2 Gymnastics club and comp prep - £729 KS1 & KS2 Football club £870 Rossendale Leisure Trust extra-curricular clubs £3000 Transport to competitions and events £220 Medals for sports day £196 Football kits and bags £450 Sports day stickers £27 Sports day lines £130 New javelins £35 Bean bags £10 Table tennis top £177 1/5 of Rossendale School Sport Partnership Package £500

To continue to deliver a variety of martial arts clubs and opportunities. Alexis will continue KS1 and KS2 kick boxing after school clubs. They will teach the skills as well as the discipline of their sports so that children can then apply these to their learning in school. Mrs Searle to deliver taekwondo sessions to the whole school during either C4L day or a health and well being day. Give children and parents local club information. To continue to ensure all children with SEN and/or physical disabilities (including children with long-term medical conditions), disadvantaged children and girls are given regular, meaningful and positive experiences of sport, PE and physical activity. Boccia Panathlon. Dan inclusion specialist. Adventure Golf and Driving Range. Bikeability Mental health and well-being days (glow dodgeball, lazer tag, inflatables, taekwondo, colour run, yoga, trips to the park, climbing wall, skateboarding/scooting, etc). Inside out group. Caring champions sessions.	Mrs Sullivan (head teacher) and all staff. Miss Lynch (PE and PSHE subject leader) Sports coaches - RLT can support/ team teach with teachers. Alexis (kickboxing coach). Mrs Searle (Taekwondo) Dan – inclusion specialist School Games Organiser can offer support and organises CPD as part of the RSSP package. Jess (Lancashire PE and school sport adviser) can offer support/CPD. Miss Lynch can offer support. Ready, Set Move CPD for Miss Lynch. Joe (RSSP), Mrs Raja and Miss Lynch can offer support to welfare staff. Parents School council, play leaders, sports captains and sports crew.	Increasing engagement of all pupils in regular physical activity and sporting activities Raising the profile of PE and sport across the school, to support whole school improvement Offer a broader and more equal experience of a range of sports and physical activities to all pupils	These sessions offer children a range of benefits from physical and mental health to socialising with others their age who share a similar interest. It's a great way for kids to learn a new set of skills, get fit and develop discipline and confidence.	Mrs Searle taekwondo full day sessions for whole school £300 Jenna Downing – Inspirational speaker - £100 Boccia set £100 FUNda day £750 Dance teacher to work alongside teachers (upskilling) as well as weekly club, competition preparation and school shows £4620 (not taken from sports funding) Bike and helmet hire £36 1/5 of Rossendale School Sport Partnership Package £500

Inspirational Speaker – Jenna Downing is a Professional Inline Skater, Athlete Mentor and Motivational Speaker. Career highlights include LG Action Sports Female World Champion. #LetGirls Play campaign. Girls only football Friday. Girls encouraged to join clubs (esp football club). Girls only football team. Pupil premium events and festivals.				

To increase the number of children achieving the statutory requirements for swimming. To increase the percentage of children who are able to perform safe self-rescue in different water-based situations Year 6 safe self-rescue online training via Teams. Swim England and the STA have worked together to provide a set of skills for teachers and parents to help ensure that students are taught safe self-rescue in water. **These skills include:** Fall-in entry: Pupils should be able to recover to the surface after falling into the water. Floating: Pupils should be able to float on their backs for 60 seconds without using floatation equipment. Treading water: Pupils should be able to tread water for 30 seconds. Signalling for help: Pupils should be able to signal for help by extending one arm above their head and shouting. Swimming: Pupils should be able to swim 15 meters to a floating object using a recognized survival stroke. Huddle position: Pupils should be able to form a huddle position as a group for 30 seconds. Exiting the water: Pupils should be able to swim 15	Mrs Sullivan (head teacher) and all staff. Miss Lynch (PE and PSHE subject leader). Mr Smith to help organize timetable, record assessment and communicate with swimming company. Site superviser and classroom staff to ensure changing rooms are cleaned and dried every day. Parents School council, play leaders, sports captains and sports crew. Pools 2 schools (Pro sports) who deliver the sessions.	Increasing engagement of all pupils in regular physical activity and sporting activities. Meet the National Curriculum requirements for swimming and water safety.	Swimming is taught as a life skill where children can gain many physical, mental and social benefits. Children know that learning basic swimming and water safety skills could save theirs or someone else's life. Children know that swimming is an activity that can be enjoyed throughout their life time. We took part in Water safety Awareness Week wc 19th May.	Pop up pool £3400 (not taken from sports funding). Water usage = £260 (not taken from sports funding). Electric usage= £1500 (not taken from sports funding).

meters to exit the water without assistance. **Other water safety messages to be given by swim teachers, lifeguards and teachers:** Always swim in a safe place. Always swim with an adult. If you fall in, float, breathe, and relax. If someone else is in trouble, call 999.				

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
Miss Lynch will continue her 'Ready, Set, Move CPD' with a focus on the following targets… **To showcase physical activity taking place at school.** **To actively encourage all staff to use both indoor and outdoor environments to incorporate physical activity into learning and play.**	Achieved. Since joining Ready, Set, Move, our new motto of 'Sit Less, Move More and learn Better!' is now part of our daily life, our culture and our school personality. Active learning is embedded in our school development priorities and in all subject action plans. Pupil voice has been a massive influence as children stated that they learn best when… *"I'm having fun." "Up and active lessons." "Working with others." "When it's memorable." "Hands-on learning." "When I'm happy."* ALL staff, from teachers to welfare staff, have received training and practical resources to support them to confidently deliver purposeful active learning, indoors and outdoors. Movement is integrated into learning where appropriate and purposeful. Teachers are aware that it needs to be as much about learning as it does about moving. Parents and carers have been invited to active learning drop-in sessions where they've been encouraged to get involved and see how their children learn best. A Y6 parent stated *"I wish it was like this when I was at school. I would have learnt so much more!"* Whole school benefits: • Happier, healthier children • Increased engagement and concentration • Improved behaviour and attendance • Increased progress, knowledge retention and achievement • Increased confidence, resilience and self-esteem • Ofsted 'Outstanding' in all 5 areas in (October 2024) • Improvement in Creating Active Schools Score (76% to 91%) • Retaining Platinum School Games Mark Positive feedback: • *"St Peter's is an incredible school that really does understand the importance of physical activity and the health of their pupils. Pupils are given an unbelievable amount of opportunities to be active throughout the school day."* Nathan Bibby, SGO • *"Our PE subject leader (Dominique Lynch) has been the driving force for developing our active learning approaches across all areas of the curriculum and beyond. The impact of this on our*	Next year we need to embed our active learning approach across all subject areas. This will continue to raise the profile of PE and sport across the school, to support whole school improvement. This will be achieved by: • Actively modelling and promoting the "sit less, move more and learn better" ethos within all lessons. • Providing guidance and practical ideas for incorporating movement and active strategies into cross-curricular learning. • Collaborating with subject leaders to ensure the following 'Active Learning Statement' is included in all subject policies… At St. Peter's, we are committed to engaging pupils in active, purposeful learning across all subjects. We believe that children learn best when they are fully involved in their learning. Physical movement, collaboration, and hands-on experiences help to deepen understanding, improve focus, and promote lifelong learning. Wherever possible, we encourage lessons that allow pupils to get out of their seats - to move, think critically, explore, and interact with others both inside and outside the classroom. Across all subjects, active learning strategies are embedded to engage pupils, enhance progress, and make learning meaningful and memorable - supporting our simple but powerful approach: '*Sit less, move more and learn better*!' We will also host an open morning for other teachers across Lancashire to attend. We will showcase how we have embedded movement across whole school.

	children has been significant and is something we are really proud of and will continue to build on!" Mrs Sullivan, Headteacher • *"As a GP in the area, I'm increasingly worried about children's health. I really feel a lot of schools in the area could learn from St. Peter's, their approach and their infective enthusiam around health and well-being."* Dr Gladwinfield GP • St Peter's was recognised within April's Active School's Newsletter: *'In this issue, we're shining a spotlight on St. Peter's incredible journey with Ready, Set, Move.'* It then gave a detailed description of our journey and the impact it has had on our children. • A selection of the wonderful comments from our yearly parental survey: - *'There is a really good range of activities and opportunities for children within the school and all levels and interests are accommodated.'* - *'I feel St Peter's go above and beyond to include everyone in their sporting activities, not just the most able, encouraging all to participate. We are very grateful for all the opportunities.'* - *'I think St Peter's gives every child the opportunity to partake in sport and exercise.'* - *'I think St Peter's offer a wide range of lunch / after school sports clubs and encourage healthy eating and lifestyles. Also, the mental health and wellbeing activities offered are great.'* - *'St Peter's provides so many PE opportunities whilst also teaching children about keeping healthy both physically and mentally.'* - *'You do a fantastic job of covering a variety of sports and activities. Our son loves how active he can be at school especially at break and lunch with friends.'* - *'St Peter's provides such an array of PE opportunities for all children as well as teaching children how to live healthier; physically and mentally.'*	

To increase children's ability and progress in striking and fielding games. To increase teachers' confidence with teaching striking and fielding games.	Achieved. This year, significant progress has been made in developing both teacher confidence and pupil attainment in the area of Striking and Fielding. Following focused support and strategic planning: Teachers are now more confident in delivering Striking and Fielding games across KS2. CPD opportunities, modelling, and shared planning have all contributed to improved subject knowledge and delivery. Children have made noticeable progress in Striking and Fielding, with improved skills and greater understanding observed across KS2 year groups (taken from July 2025 assessment data). Pupil enjoyment and participation have increased through both inter- and intra-school competitions and festivals in this area, providing valuable opportunities for applying skills in game situations. Targeted actions have including: Collaboration with specialist coaches including J. Cordingly and Joe from Lancashire Cricket, who delivered sessions to pupils and supported teacher development. A cricket professional, Chirag (Lancashire Cricket Foundation coach), worked directly with Class 3, 4, and 5 teachers to upskill staff and support high-quality delivery of Striking and Fielding. To address specific skill gaps, particularly in hitting with a bat, Miss Lynch provided adapted equipment (e.g. batting tees) and differentiated strategies for teachers to use in lessons. A high-quality physical education curriculum continues to inspire all pupils to succeed and excel in a range of physical activities, competitive sport and other physically-demanding activities. Children have positive attitudes to PE and report that lessons are fun, exciting, enjoyable and engaging. Children are making good progress in PE (monitoring November 2024) with a high percentage of children achieving ARE or above (governors report 2024). PE monitoring in November 2024 evidences that all teachers have the confidence, knowledge and skills to ensure all of our pupils continue to receive High Quality teaching and learning in PE.	Next year, we need to ensure that our Early Career Teacher (starting in September) is equipped with the knowledge, skills, and confidence to deliver high-quality PE lessons to her Year 2/3 class by: Providing mentoring and planning support focused on the PE curriculum and progression of skills. Offering opportunities to observe experienced staff and coaches delivering PE. Sharing clear guidance on effective PE lesson structure and behaviour management in practical settings. Signposting relevant CPD and modelling key areas such as warm-ups, skill development, and game application. Regularly checking in to provide feedback, answer questions, and build confidence throughout the year.

To ensure every child in KS2 is given the opportunity to take part in at least 2 competitions, events and/or festivals. To ensure every child in KS1 is given the opportunity to take part in at least 1 competition, event and/or festival. To ensure every child is given the opportunity to take part in a variety of clubs (of which many will have a pathway to competitions and festivals).	Achieved. It's wonderful that we've continued to be awarded 'PLATINUM' in the School Games Awards for the 8th year running. Only schools who have maintained consistently high standards with their school sport provision are awarded platinum. This is the highest accolade possible and reflects the awesome range of sporting opportunities our children are provided with. We have continued to ensure that all children are provided with positive, memorable experiences in PE, sports and other physical activities. Children have been introduced to sports and activities that they have not done before. Every single child in KS2 has been given the opportunity to represent St. Peter's in at least 2 competitions, events and/or festivals. Every single child in KS1 has been given the opportunity to represent St. Peter's in at least 1 competition, events and/or festival. The maximum number of events a child has taken part in this year is 18. Wow! We have attended 65 events, festivals and competitions and were awarded 1st place on the Rossendale League table. 1st place on the small schools' league table. Every child in the whole school has been given the chance to take part in many extra curricular clubs (before school, break time, lunch time and after school) including football, gymnastics, dance and drama, net and wall games (table tennis, badminton, tennis), athletics, fundamental movement skills, running, boxing, striking and fielding games (cricket, rounders), invasion games (dodgeball, handball, basketball) and tri golf. Many children took part in more than 5 clubs a week! Every single year 6 child will be leaving St. Peter's school with a passion or real love for a sport and/or physical activity.	Next year, we will apply for Platinum again for the 2025 - 2026 year as we continue to achieve/exceed all of the criteria. We also need to deepen the use of pupil voice by gathering feedback from pupils on what competitions or clubs they enjoy and what they'd like more of. We will use this feedback to shape the next year's calendar of clubs and events. Our Sports Crew, Sports Captains, Playleaders and Caring Champions will continue to help lead, plan and evaluate activities. We will continue to: Ensure every child in KS2 is given the opportunity to take part in at least 2 competitions, events and/or festivals. Ensure every child in KS1 is given the opportunity to take part in at least 1 competition, event and/or festival. Ensure every child is given the opportunity to take part in a variety of clubs (of which many will have a pathway to competitions and festivals). To continue to provide positive, memorable experiences in PE, sports and other physical activities.

To continue to deliver a variety of martial arts clubs and opportunities.	Achieved. This year, we continued to offer a variety of martial arts clubs and enrichment opportunities to support pupils' physical development, mental wellbeing, and personal growth. Alexis delivered Kickboxing and boxing after-school clubs for both KS1 and KS2. These sessions focused not only on developing core skills and techniques, but also on teaching the discipline and respect central to the sport - qualities that pupils were able to transfer into their behaviour and learning in the classroom. Mrs Searle led Taekwondo sessions for all classes as part of Health and Wellbeing DayThese whole-school experiences gave all children the chance to try a new sport while promoting physical fitness, resilience, and self-discipline. During these events, information about local martial arts clubs was shared with pupils and families to encourage further participation outside of school. These sessions provided wide-ranging benefits, from improved physical and mental health to increased confidence, teamwork, and motivation. They also gave children opportunities to socialise with peers who shared similar interests, helping them stay active and inspired through sport.	Next year, we need to further strengthen inclusive PE provision. We need to ensure that all Pupil Premium children as well as those with SEN and/or physical disabilities have not only access to, but also progress and thrive in, a wide range of meaningful physical activities, with increased opportunities for participation, challenge, and celebration. We need to: Broaden Participation Opportunities: Increase access to inter- and intra-school events designed to be inclusive (e.g., Boccia, Panathlons, multi-skills festivals). Liaise with local school games organisers and SEND sports providers to identify suitable events and opportunities. Ensure these events are promoted and prioritised within school planning. Personalised Support and Adaptation: Work with class teachers and teaching assistants to adapt PE activities using inclusive strategies (e.g., modified rules, adult support, space, adapted task, equipment, grouping). Ensure that all SEN children have appropriate scaffolds to access and engage with PE lessons confidently and safely. Purchase or make use of inclusive PE equipment (e.g., softer balls, larger targets, visual prompts, ramps, etc.) where needed. Gather regular pupil feedback (pupil voice) from children with SEN/physical disabilities about their experience in PE, clubs, and physical activities. Use this feedback to adapt teaching approaches, inform CPD needs, and develop a more pupil-centred approach to planning inclusive PE. Provide CPD opportunities for staff around inclusive PE strategies, adapted games, and creating a supportive, accessible environment for all pupils. By the end of next year, we want all children with SEN and/or physical disabilities to feel included, supported, and able to succeed in PE and physical activity.
To continue to ensure all children with SEN and/or physical disabilities (including children with long-term medical conditions), disadvantaged children and girls are given regular, meaningful and positive experiences of sport, PE and physical activity.	Achieved. All children with SEN and/or physical disabilities are given regular, meaningful, memorable and positive experiences of sport, PE and physical activity. This was evidenced during PE monitoring in November and was reported in the Governor's report for PE. Data collected (see PE governors report – End of Autumn 2024) shows: • Both boys and girls are performing well in PE. • Pupil premium, disadvantaged and EAL are performing well in PE. • SEND is not preventing some pupils from achieving expected levels in PE. 19 out of 31 SEN pupils are at age related expectations or above. 2/31 SEN pupils are working above age related expectations. All children with SEND have represented school in at least 1 physical activity/sporting event this year. This has included inclusion events, festivals, competitions, Panathlon events, transition events and other opportunities. Most SEND children, have taken part in many more.	

To increase the number of children achieving the statutory requirements for swimming. To increase the percentage of children who are able to perform safe self-rescue in different water-based situations	Achieved. This year, we have made strong progress towards increasing the number of children achieving the statutory requirements for swimming, as well as improving their ability to perform safe self-rescue in different water-based situations. Our swimming results are exceptional. **Swimming is taught as a vital life skill**, with a strong emphasis on both technique and safety. Pupils are taught that swimming not only supports physical and mental wellbeing, but is also a key skill for life - one that could potentially save their own or someone else's life. Lessons actively promote the message that **swimming is a lifelong activity**, accessible to all, and linked to fun, fitness, and safety. This helps to build motivation, confidence, and long-term engagement. We participated in **Water Safety Awareness Week (week commencing 19th May)**, providing pupils with age-appropriate knowledge and practical strategies for keeping safe in and around water. Activities focused on recognising risks, making safe choices, and developing the skills needed for **safe self-rescue** in a range of scenarios. Through these approaches, children gained not only technical swimming competence but also a clear understanding of the importance of water safety, resulting in increased achievement in both statutory swimming outcomes and self-rescue skills. The pool has ensured we now have 100% of children participating in swimming and the children are active for a sustained period of time. We have inspired a love for swimming at an earlier age and children have really enjoyed this memorable, fun learning experience. All children have had positive, memorable experiences in swimming. All children have enjoyed the pool. All children have improved their swimming techniques. All children have been taught how to be safe in and around water. The percentage of children achieving the statutory requirements for swimming has increased: 2021/22 – 40.9% (this is the year group that has been most affected by covid19) 2022/23 – 56% 2023/24 – 76.9% (New intense swimming sessions - pool onsite) 2024/25 – 97%	Next year, we need to sustain and further improve swimming outcomes by ensuring that all pupils have high-quality swimming provision and that water safety remains a key priority across the curriculum. We will: Identify pupils at risk of not meeting the statutory swimming requirements early in the year and provide targeted booster sessions or catch-up swimming. Continue to embed water safety education throughout the year, not just during Water Safety Awareness Week, through cross-curricular links (e.g. PSHE, Science). Strengthen links with external swimming providers to ensure teaching remains progressive, inclusive, and aligned with national curriculum expectations. Continue to closely monitor and track pupil progress using swimming assessment tools to inform planning and support. Promote swimming as a life skill and a lifelong physical activity, reinforcing its physical, mental, and social benefits.

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

Question	**Stats:** **July 2025**	**Further context** **Relative to local challenges**
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	96.77%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	100%	

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	96.77%	
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:	Mrs Sullivan
Subject Leader or the individual responsible for the Primary PE and sport premium:	Miss Lynch (PE and PSHE subject leader)
Governor:	Ann Goy (Chair of Governors)
Date:	07.07.2025