



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.

Activity/Action	Impact	Comments
To continue to train new staff and work with OPAL advisors	We are continuing to work with OPAL advisors to support OPAL at breaktime and lunchtime. There has been so far a vast improvement in behaviour and active lunchtimes.	We are still on our OPAL journey and are continuing to support children with active lunch e.g. purchase of further resources.
To improve the percentage of children swimming 25m, a range of strokes and safe water rescue.	Children received sessions in groups of 10 for 30 mins or 1 hour daily to support them in their swimming skills. Pool was on site for 2 weeks Data went from 39% children could swim 25m to 77%	We are still on our swimming journey and at the moment still using the local sports centre for swimming lessons. However we have booked the pool for summer term again, to have intensive swimming lessons for children required in year 5 and 6.
To provide wider opportunities for pupils to participate in inter school competitions both virtually and at sporting events with other schools.	We have now successfully seen us enter the netball and football league this year and we have been able to enter two football teams to offer wider opportunities for our pupils. We are continuing to enter sporting events with other schools and giving all our children this opportunities.	

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
To support Subject Leader and staff with CPD in P.E.	<p>Ensure staff are aware of courses when available. PE lead to select suitable courses for members of staff and approach them if needed. SL to attend PE cluster meetings and DSSN meetings. SL to feedback to remaining staff post training and ensure they are aware of updates. SL to attend regular training opportunities. Subject leader to attend PE conference.</p> <p>This will impact staff and children.</p>	<p>Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>SL attended has monitored courses if suitable for staff. SL has attended cluster meetings and training and given feedback to staff on training updates.</p>	<p>£180 course and £220 supply.</p>
To help to develop the DSSN and local sporting opportunities.	<p>This will impact the events we attend at the DSSN and increase amount of sporting opportunities we are attending. Building sporting networks.</p>	<p>Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</p>	<p>SL has been on DSSN Steering group and given feedback and help create opportunities for events next year. Following this increased opportunities for children to attend sporting opportunities.</p>	<p><i>£120 supply</i></p>
To train a member of staff in FA coaching qualification.	<p>Impact staff trained and support children having an action lunchtime when EH runs sessions at lunch.</p>	<p>Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</p>	<p>EH is now running football sessions at lunchtimes and has encouraged more children to have active lunch. She has also trained children to support her in this delivery.</p>	<p><i>£20</i></p>

<p>Young leaders to attend training from the DSSN. SL to meet with young leaders to develop ideas and then to run lunchtime challenges.</p>	<p>Children and staff have been upskilled. Children have developed leadership skills which will then impact the children in KS1.</p>	<p>Key indicator 2: The engagement of all pupils in regular physical activity – Chief Medical Officers’ guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>	<p>Young leaders have been out on the KS1 2-3 times a week running games, active stations and personal challenges.</p>	
<p>Year 6 children will be trained as Bronze Ambassadors and health leaders. They will meet with our PE Lead weekly to discuss activities and ideas they can do to encourage children to be active. Young leaders will be out on the KS1 once per week.</p>	<p>Children and staff have been upskilled. Children have developed leadership skills which will then impact the children in KS1.</p>	<p>Key indicator 2: The engagement of all pupils in regular physical activity – Chief Medical Officers’ guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>	<p>Health and bronze ambassadors have met with SL weekly. They had many creative ideas and wanted to be out on the KS1 playground more than once a week.</p>	
<p>Playground equipment was audited and identified what was needed. Playground equipment will be purchased to replace missing equipment. Ensure staff are aware of what equipment is used and monitor expectations it is used correctly as well as being used to potential.</p>	<p>Children will be encouraged to have more active lunchtimes with a range of equipment.</p>	<p>Key indicator 2: The engagement of all pupils in regular physical activity – Chief Medical Officers’ guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>	<p>Equipment was purchased. Children enjoyed range of equipment. Lunchtime staff supervised the equipment use and promoted use for new activities.</p>	<p>£714.66</p>
<p>To purchase DIDI cars and support safe use of them on the playground. Teach children how to use and</p>	<p>Children will develop core stability, posture and muscle strength as well as coordination and spatial awareness.</p>	<p>Key indicator 2: The engagement of all pupils in regular physical activity – Chief Medical Officers’ guidelines recommend that</p>	<p>Children have been taught how to use the DIDI cars and are using them safely.</p>	<p>£624</p>

<p>look after them, in order to develop core stability, posture and muscle strength as well as coordination and spatial awareness.</p> <p>To raise the profile of PE by supporting teachers in the delivery of PE sessions and differentiation.</p> <p>To run extracurricular clubs.</p> <p>To support delivery of intra-inter competitions.</p> <p>To enter the football and netball league.</p> <p>To renew the license for the new scheme. To roll out the scheme including Real PE, Gym and Dance and support teachers where needed.</p> <p>To support ECT and students in the delivery of PE.</p> <p>To train members of staff on the scheme where required.</p> <p>To adapt PE assessment to meet needs of children and staff.</p>	<p>Children, CPD for staff and wider community.</p> <p>Children and staff</p>	<p>primary school pupils undertake at least 30 minutes of physical activity a day in school</p> <p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</p> <p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</p>	<p>Extra curricular activities have run throughout the year giving more opportunities for children. SL has supported staff in delivery of PE and adaptive teaching. We have entered the football and netball league and carried out a range of inter competitions.</p> <p>The new scheme has continued to roll out and following deep dive we can now see clear sequence of progression across the school. New members of staff have been trained and the PE assessment has been adapted. The PE assessment now enables us in Summer term to make accelerated progress in areas of need.</p>	<p>£695</p>
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<p>To enforce cross curricular links with PE and healthy life style through PSHE and Science.</p> <p>For sports leaders to create a healthy lifestyle display.</p> <ul style="list-style-type: none"> For Year 5 to receive Move to Learn Programme which will focus on practical sessions are based around fundamental movement skills, decision making and problem-solving techniques using Football, Handball & Dodgeball as vehicles for learning. The theory sessions educate the pupils around living a balanced, healthy & active lifestyle. 	<p>Year 5 and Year 5 children</p>	<p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</p>	<p>There was clear links with PE and PSHE and children and staff were able to talk about the theory sessions and skills they have developed. There was very positive feedback following this session.</p>	<p>£150</p>
<p>To attend the Biggest Girls Football day and all girls from year 5 and 6 attend.</p>	<p>Girls in Year5 and 6.</p>	<p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</p>	<p>There was positive feedback following the event and girls felt they were inspired and enjoyed the 'Girls' event.</p>	<p>£120 coach</p>
<p>To raise the profile of PE with children with SEN needs and provide further</p>	<p>Children in Quartz and staff working with children in Quartz</p>	<p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</p>	<p>Children in Quartz have now taken part in more</p>	<p>£1980</p>

<p>opportunities for skill progression.</p> <p>To arrange for a pop up swimming pool.</p> <p>Contact local sporting companies to arrange a range of sport after school clubs each night</p> <p>Purchase a variety of gross motor skills resources for KS1. Ensure progression from EYFS to KS1 to enable gross motor skill development.</p> <p>To provide wider opportunities for pupils to participate in inter school competitions both virtually and at sporting events with other schools.</p>	<p>Children in year 5/6 who cant swim the required distance of strokes receive top up lessons.</p> <p>All children have a wide range of opportunities of clubs. Children in Year5/6 to have football and netball opportunities.</p> <p>Children in Year 1 will benefit from gross motor skills improvement which will then impact rest of school.</p> <p>All children and wider community links.</p>	<p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</p> <p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</p> <p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</p> <p>Key indicator 5: Increased participation in competitive sport</p>	<p>physical activity throughout the day and have now begun to take part in further PE sessions.</p> <p>Now 100% of children in Year 6 can now complete safe rescue and a variety of strokes and 90% 25m.</p> <p>A variety of clubs have been available throughout the year</p> <p>Children are able to use the gross motor skills correctly and staff have noticed an improvement in children’s gross motor development. There has also been clear skill progression from EYFS.</p> <p>All children have had the opportunity to take part in sporting events from other schools in every year group. All children have had the opportunity for competitive sport.</p>	<p>£4150</p> <p>£2447.50</p> <p>£996</p> <p>£2106 for DSSN Travel:£2115.44 £2447.50 – game on split</p>
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<p>To hold an additional sports day to raise the profile of PE and the importance of healthy lifestyle.</p>	<p>All children and wider community links.</p>	<p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</p>	<p>An additional sports day was arranged and a range of sporting opportunities were available for all children such as tennis, Zumba, boxercise, Olympic sports, football, dance. Feedback from staff and children was positive and clubs are in process for September for some of these sports.</p>	<p>£353.90</p>
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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
To improve the percentage of children swimming 25m, a range of strokes and safe water rescue.	Our swimming data has continued to improve and now 100% of children in Year 6 can complete a range of strokes and safe water rescue compared to 77% last year.	Next year we will no longer go to the swimming centre for swimming lessons and will have intensive swimming lessons for children in Year 3 and continue to have top up lessons for Year 6.
To raise the profile of PE across the school and ensure there has been clear skill progression.	There is a clear sequence of skill progression across the school. This have been clear through lesson observations, deep dives and feedback. This has had a positive impact on PE delivery and there is clear adaptations in PE lessons. There has been sporting extra curricular clubs arranged all year and children have had opportunities to attend sporting events.	As the assessment has changed, following the implementation next year we would be looking for more children at EXS or GDS in PE. Further sporting clubs have already been arranged for September.

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?	90%	<i>Following national curriculum programme of study children had top up swimming lessons in an intensive swimming course at a pop up pool.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	100%	<i>Following national curriculum programme of study children had top up swimming lessons in an intensive swimming course at a pop up pool.</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>100%</p>	<p><i>Following national curriculum programme of study children had top up swimming lessons in an intensive swimming course at a pop up pool.</i></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>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>	<p>However staff were present in both swimming lessons and swimming intensive course.</p>

Signed off by:

Head Teacher:	<i>Emily Birch</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Abby Penning PE lead</i>
Governor:	<i>Chris Allgrove PE Link Governor</i>
Date:	22.07.24