

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

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.



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
*Leading an orienteering event for our trust schools.	*Promoting orienteering and encouraging the less active to take part in physical education at a sightly slow pace, where the focus isn't always on being physically fit for a game.	We have successfully built our orienteering sessions into our outdoor learning education. The children look forward to these sessions and some classes have taken these skills into the wider community. Our trust event was well attended and promoted teach work, map reading and being active all in one.
*Staff upskilling through CPD to lead activities. Children taking part in more competitive events. Staff feedback on their confidence and understanding of different sports in delivery.	least 3 key members of staff (PE lead, Sports Coach and EYFS teacher) in the area of EYFS PE through multiskills, balance bikeability and through our intrasports competitions. CPD has taken place across	We have developed our new curriculum to allow our EYFS children to be ready for the key stage 1 curriculum. Our KS1 and KS2 staff are much more confident to deliver lessons out of their comfort zone. We now have a set of 6 balance bikes to teach our EYFS children to ride.

*Developing the role of sports leaders to run lunchtime clubs when coach is not in school under the supervision a class teacher. In turn developing leadership and umpiring skills

Sports and play leaders have enhanced our playtimes Our sports leaders and playtime leaders have been land encouraged vounger children and peers to be more active with the equipment available.

trained twice throughout the year to develop their leadership skills. They have worked on a rota system all year and our children are more active across the school

*Continued to be part of the cluster and upskill new members of staff. Continue to work with local partners and cluster CPD and have worked closely with the local community setting. Continue to assess those that are less active and engaged.

Subject leader and sports coach have taken part in community and sports settings. This has impacted on lengaged children and have promoted different better lessons and curriculum planning across the school

Through cluster activities and support we have been able to target our less active and less sports to them by giving them access to representing the school in sports events.

The subject leader will continue to work closely with the school games criteria next year and ensure all pupils get the opportunity to compete at the appropriate level for them. Working on any areas for development outlined in the SG Mark Award

Following the school games criteria has allowed us to We have focused on specific groups, but mostly focus on diversity in sport. This has allowed us to apply for the SG quality mark again this year.

the less active and girls in sports this year.

*Successful year of intrasports events.

We planned for intrasport events in every year group All children in our school have taken part in three leach term and this has promoted various sports and lteam work.

intrasports events across the year in three different sports. This has supported the SG values.

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
*Train playtime leaders in Years 5 and 6 to support the active 60 minutes and social skills at lunch time.	-The cluster provision to lead the initial trainingPupils leading the activities and pupils taking part.	Key indicator 2 -The engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities. In house mid-year refresher to upskill and continue with this next year.	£162 costs for additional equipment.
*Participation in local sporting events, including continue to engage with the Girls Football School Partnership (YST / FA)	Pupils across KS1 and KS2. Focus on KS2 taking part in active and less active pathways through the SG and local cluster, club and trust events.	Key indicator 1: 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. Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Kiey indicator 5: Increased participation in competitive sport	More children of different sporting abilities taking part in active and less active pathways in sports. The trust supplied a new girl's football kit to allow them to feel confident and perform as a team. Continue to be a part of the local cluster to participate in these events.	£3500 PPE cluster £97 enter events

*Purchase new equipment for PE lessons.	All pupils across the school from EYFS to Year 6.	Key indicator 1: 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	More equipment to be shared amongst the children therefore more children being active throughout lessons. Audit the equipment each term to reorder where necessary.	£435 New equipment.
*School progression document rolled out across the school which includes key skills and vocabulary in each year, including EYFS.	Staff to support their teaching and learning of the curriculum. All pupils across the school from EYFS to Year 6.	Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement. Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Teachers are clearer about the level they need to teach to in each year group and the vocabulary themselves and pupils should be using.	No cost – within PE leads role.
*Continued employment of a high-level sports coach to deliver core lessons.	Sports coach 'deliver high quality PE provision and develop teacher's skills and subject knowledge, as well as providing lunchtime sports clubs and detailed assessment of children's sporting ability.	Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.	10% increase in pupils taking part in a lunchtime club75+% of the school achieving expected or greater depth in sports across the year.	£7970 sports coach
*Continuing with weekly swimming lessons with a lead swim instructor.	PE lead to support the delivery of swimming lessons. Children become better swimmers through practicing different swimming drills.	Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.	Children from Year 1-Year 6 have the water skills they need to be safe in the local area. Achieve 100% participation from KS2 children.	£5155 Cost of pool hire for the year.

*PF lead and PF coach PE lead and PE coach - upskilling and Key indicator 3: Increased confidence, Achieving this balance helps Within local initiative knowledge and skills of all staff in CPD for balance bikes delivery in school. children make the transition offer. teaching PE and sport. to using a bike with pedals. learnt to ride Children have regular access to Balance bikes offered to Confident cycling opens up a balance bikes EYFS. focus on world of opportunity -Key indicator 4: Broader experience 1:1 TA's using with SEN children. developing balance, of a range of sports and activities commuting to school, out for rather than the ability to a family bike ride, keeping offered to all pupils pedal. Bikeabilty offered fit or with friends. Preparing for a lifetime to UKS2 Work with the on site nursery to share their balance bikes to allow more children to ride at the same time.



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
been very successful and enabled us to achieve a Gold level accreditation.	More children have represented the school in sports festivals and events through the active and less active pathways. Confidence in sports has increased and more children have taken up after school clubs. This has supported our aim to achieve the School games kite mark gold award for the second year running (which we have achieved) and built upon previous awards achieved.	Over 50% of all of our KS2 children have represented the school in a variety of sports, such as football, athletics, hockey, cricket, swimming, cross country, tennis and quadkids. Through celebration assemblies these events have promoted and raised the profile of sport and more children have been enthusiastic and taken part in ore after school clubs and given their best efforts in PE lessons.
		20% of our KS1 children represented the school in a multiskills festival.
	All children have had the opportunity to compete each term in a formal competition within their year group through team sports. Each term and each year group have focused on a different sport, ranging from multiskills and athletics, to football and hockey.	Every child has been supported to take part and make a contribution to their team event. This has allowed the less active to compete in a sporting event in the comfort of their peer group. Our EYFS children have taken part for the first time all year and have really enjoyed the competitive element.

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:	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?	86%	This cohort missed their Lower KS2 swimming sessions due to covid and some have since not returned to the water due to the cost of living crisis. Of the 14% less able swimmers, one child is allergic to the chlorine and consequently hasn't swum.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	86%	80% of this cohort can swim confidently in deep water on their fronts and backs in all strokes. The remaining 6% can perform the strokes well but in shallower water. The final 14% can perform the strokes over 15m, but need swimming aids, especially in deeper water for confidence.

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	97%	All of the children took part in the water safety lesson in the appropriate depth water for their ability. All can enter and exit the water safely and can perform safe self -recue skills. Our more able swimmers completed water-based survival activities with partners.
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/ <mark>No</mark>	This child is allergic to the chlorine and cannot take part.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	<mark>Yes</mark> /No	Teachers have taken part in observing local swimming teachers and then teaching groups of swimmers across our school.

Signed off by:

Head Teacher:	Adam Anderson
Subject Leader or the individual responsible for the Primary PE and sport premium:	Hayley Wherry PE Coordinator
Governor:	Gail Terry
Date:	19/07/24