



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
Opal	Introduction of OPAL (outdoor play and learning) has improved health, wellbeing and physical literacy opportunities across school by redeveloping the offer of activities and environments outside.	This has also developed the skillset of all staff involved and so is sustainable with no further costs Pupil voice confirms that the play and physical opportunities is positively received
Forest school	Introduction of school wide forest school session has expanded the children's outdoor adventurous activity offer and allowed school to offer a wider range of after school experiences	Pupil voice confirms that children have enjoyed this offer and learned new skills that have been previously unattainable to them in an urban environment.
After school club offer	A wider, more active after school's offer has led to increased participation in after schools clubs. Those led by external coaches have been particularly well received	Pupil voice confirms that afterschool clubs cater to the skills they wish to develop further and coach led skills boost sessions have led to more success in related participation events

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
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<p><i>Introduce a wider range of lunchtime sporting opportunities to consolidate the OPAL approach to improving physical activity, utilizing specialist providers</i></p>	<p><i>Lunchtime supervisors / teaching staff, coaches - as they need to lead the activity pupils – as they will take part.</i></p>	<p>Key indicator 1- <i>Increased confidence, knowledge and skills of all staff in teaching PE and sport</i></p> <p>Key indicator 2 -<i>The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</i></p> <p>Key indicator 3 <i>The profile of PE and sport is raised across the school as a tool for whole school improvement</i></p> <p>Key indicator 4: <i>Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p><i>Providers will develop pupils and supporting staff’s self-efficacy in setting up and monitoring activities to include- forest school, table tennis and football</i></p> <p><i>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</i></p> <p><i>The profile of PE and sport is raised across the school as a tool for whole school improvement in particular improvements in the level and frequency of behavioural incidents at these times</i></p> <p><i>Children have a wider range of sport and physical literacy embedded through a range of different opportunities.</i></p>	<p><i>Embedded within cost of specialist PE providers as follows</i></p> <p><i>Ping pong 4U £5435</i></p> <p><i>Forest school £7500</i></p> <p><i>Martin Stringfellow PE specialist £4440</i></p>
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<p>Introduce a wider range of opportunities to support send sporting and physical play opportunities</p>	<p>SENDCo - as they need to support the planning of accessible activities 1:1 and send TA's as they will need to support the activities. Specialist coaches as they will need to refine the sessions to scaffold accessibility. SEND pupils – as they will take part</p>	<p>Key indicator 1- Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>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.</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 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Providers will develop sessions that are low distraction, smaller group sized and send specific to allow send children to participate at own level in a supportive environment.</p> <p>Providers will build on support staff's self-efficacy in setting up and monitoring activities to include- forest school, table tennis, sensory circuit and multi skills for children where scaffolding and adaptations are needed</p>	<p>Embedded within cost of specialist PE above</p>
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<p>Improve gender balance and sporting representation for participation events across school.</p>	<p>teaching staff, coaches - as they need to lead the activity and development sessions leading up to the participation events pupils – as they will take part.</p>	<p>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</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 5: Increased participation in competitive sport</p>	<p>Children will have a broader ranges of opportunities to compete at local and regional events through better use of the local school games offer</p> <p>Gender equal selection for teams representing to offer gender balance when competing cohorts are selected.</p> <p>Improved opportunity for girls to engage in football at lunch with girls only sessions each day, following pupil feedback</p>	<p>£690 transportation cost</p>
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<p>CPD for teachers in a wider range of physical education disciplines including support for planning and curriculum assessment.</p>	<p>Primary generalist teachers. PE leaders</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<p>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, including teaching water safety and swimming and as a result improved % of pupil's attainment in PE.</p>	<p>£540 for get set for PE</p> <p>£140 for networking and PE leader's event</p> <p>£105 AFPE membership for access to CPD and subject development resources</p> <p>£1100 for supply to allow new subject leaders to attend sporting events and residential OAA events to quality assure and engage with related CPD</p> <p>£23.58 in supplemental resources to support new curriculum</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
Table tennis introduction to lunch time offer and lower year group time tabled sessions.	Improvement in hand eye coordination, skillset and general procedural knowledge in a discipline that was previously unattainable.	Specialist led sessions have improved children and staff self-efficacy in setting up and monitoring matches and exercises. Send specific low number sessions have allowed children to excel in this area where it is scaffolded to cater for all abilities and physical difficulties.
External coaching sessions which boost skills based on up coming participation events introduced	Staff feel more empowered to coach and support these events when attending. Children have placed well in all events and competitions.	Pupil voice confirm that they feel more ready to attend these events and are better prepared than in previous years.
Continuation of specialist led Forest schools to allow children to build on skills sets gained in previous year.	Children have had the opportunity to build on skills developed in previous years to allow for a more progressive and wider curriculum	Staff and children have had the opportunity continue to embed and widen learning in this area.
Swimming offer extended to Year 6 as well as year 4 as a counter measure to the sporadic and inconsistent swimming offer these children received as a result of covid19.	More children in Year 6 have had access to this area of the curriculum and have had a chance to meet the national curriculum requirements.	Quality assurance of the local offer and the lower-than-average percentage of children still not meeting the national expectation in this area proves this offer to be inadequate. This will remain an area of development next year with newer more tailored provision, that offers better staff CPD already booked and in place.

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?	52.27%	<i>As a result of covid these children missed a large portion of the swimming offer in Y4 and so had catch up lessons all year this year. Despite this they are still behind and we are looking to improve the quality of our swimming offer moving forward as a result</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	61.36%	<i>See above</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>61.36%</p>	<p><i>See above</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>We have included the Year 6 children in our designated budget to book out more spaces at our substantive swimming provision and they swim in tailored groups alongside our Y4 offer.</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>Though we were not selected to be part of the local offer swimming teacher booster offer, cpd and support is given through our getset4pe resource. This will be an ongoing focus for next year.</p>

Signed off by:

Head Teacher:	<i>Mrs Stephanie Golding</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Mrs Joanne Groves- Assistant Headteacher</i>
Governor:	<i>Mr Craig Steeples- curriculum governor</i>
Date:	16.06.24