



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.

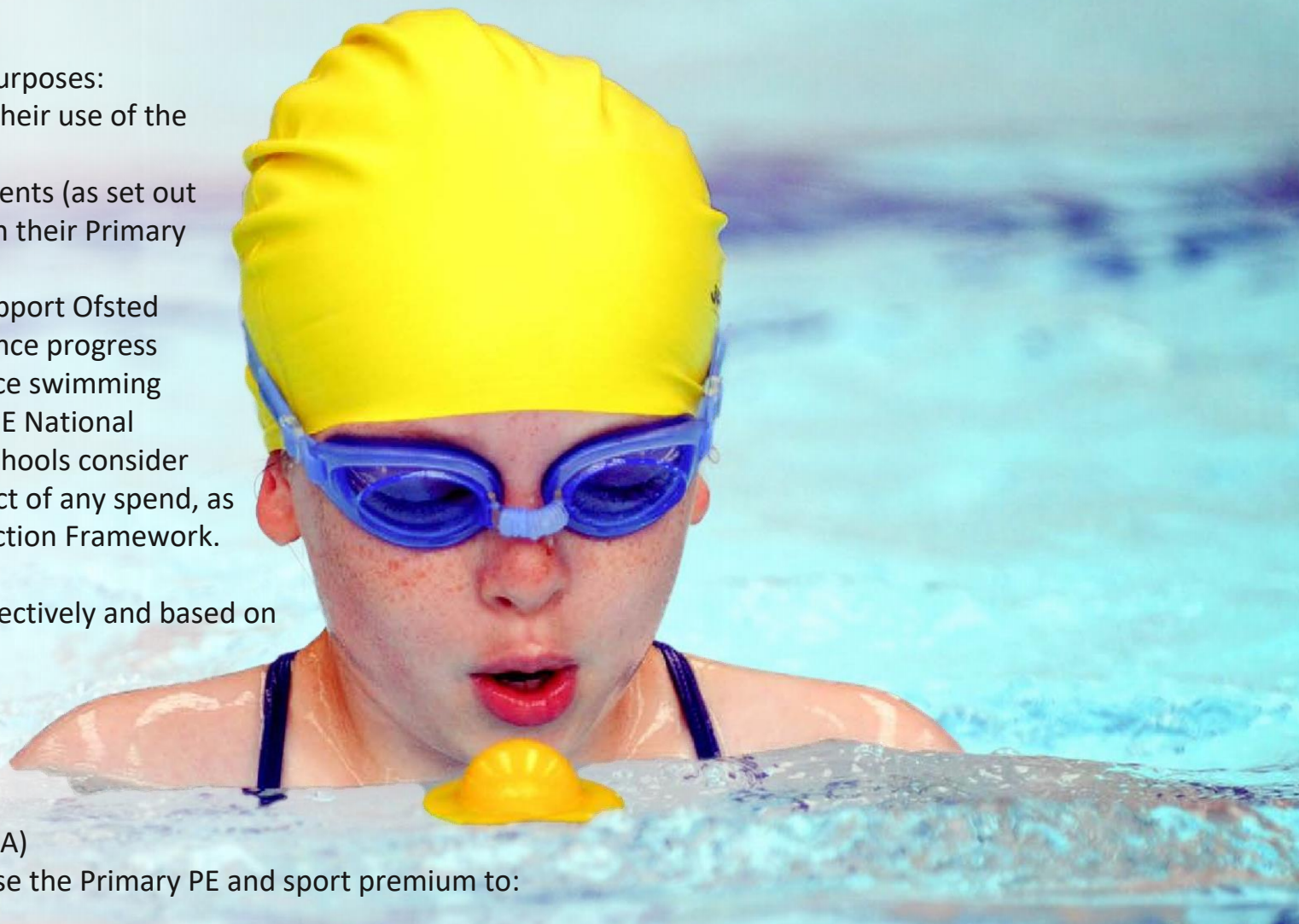
It is important that your grant is used effectively and based on

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 school need. 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.

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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
<ul style="list-style-type: none"> • Increase confidence, knowledge and skills of all staff in teaching PE and sport. • Broader experience of a range of sports and activities offered to all pupils. • Engage all pupils in regular physical activity. • The profile of PESSPA being raised across the school as a tool for whole school improvement. • Increased participation in competitive sport 	<p>GET SET 4 PE gives all teachers the basis for the lesson, which they can adapt and develop to teach high-quality PE lessons. It allows teachers to monitor progression within their year group to further adapt lessons to meet the needs of all pupils.</p> <p>Staff identified, and CPD delivered from Harris.</p> <p>Year 6 children went to the park to play rounders. Year 5 went to RFSS to take part in a range of PE activities. Year 5 took part in several sessions with RFSS in school and at their school. RFSS sports leaders helped deliver the sports day.</p> <p>Swimming coaches completed assessments of the children in the final two lessons and passed information back to the school. Those Year 6 children who did not meet NC requirements had their parents informed, and suggestions for further swimming lessons were made.</p> <p>Sports coaches provide at least two structured games at lunchtime. These vary from day to day, and the children are always excited to go out and play.</p> <p>Sports leaders were introduced from Year 2 to Year 6 (6 in each year group) to lead games. They were trained by Harris SSP coaches to lead other children. Confidence has developed within these children.</p>	<p>For 23/24, some of our focuses will be:</p> <ul style="list-style-type: none"> • Continue to offer staff CPD so that 100% of staff feel confident to deliver high-quality Physical Education. This is due to a high number of new staff starting with us at the school. This will also ensure a continued increase in pupil attainment and enjoyment of PE. • Provide even more opportunities for pupils to get active in school, such as lessons where children need to be active, to ensure as many pupils as possible can achieve 60 minutes a day, 7 days a week of physical activity. • Continue to develop our competition provision within the local area, so that more children, including those that are less active at home, have the opportunity for this experience. • Monitor swimming progress of Year 6 students to ensure 100% of children make progress.

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More activities are available to the rest of the school, contributing to the children's 30 minutes of physical activity throughout the day.

KS2 children either take part in the daily mile or circuits two times a week. The children have a positive start to the day by carrying out exercise, which has not always been completed.

All children from Year 1 to 6 took part in at least one sporting event this year. All children from Year 1 to 6 have taken part in level 2 competitions throughout the year. Display put up to showcase a range of sports across year groups in PE. During assemblies, children are recognised for sporting achievements and write their own match/event reports for the weekly newsletter.

All children from Year 1 to Year 6 took part in at least 1 sporting event this year.

All children from Year 1 to 6 have taken part in level 2 competitions throughout the year.

At least 3 sporting clubs per night were offered each term by teachers and GAME ON staff. PP children were offered 2 free clubs a week to promote inclusion in sports.

Boys' and girls' football matches participated in throughout the year.

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Key priorities and Planning.

This planning template will allow schools to accurately plan their spending.

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved? (To write towards the end of the academic year)	Cost linked to the action
<p>To ensure all children are participating in two hours a week of high-quality PE by focusing on teacher training:</p> <ul style="list-style-type: none"> Quality of teaching and learning in Physical Education will be developed through bespoke staff CPD for all class teachers, with support for PE leaders included. Book local authority courses for teachers based on confidence surveys and observations. 	<p>All class teachers as we build confidence and competence.</p> <p>Every pupil as they access high quality PE every week.</p>	<p>Key indicator 1:</p> <p>By upskilling staff, we can ensure that all pupils will receive 2 hours of high-quality physical education every week.</p> <p>Key indicator 1 and 3:</p> <p>100% of pupils will be developed in their physical, cognitive, social, and emotional learning, thereby improving attainment data in PE and across the school.</p> <p>Key indicator 2</p> <p>Pupils will be inspired through PE to be more active, thereby supporting the target for all pupils to be active for an average of 60 minutes a day, 7 days a week.</p>	<p>GET SET 4 PE gives all teacher the basis for the lesson which they can adapt and develop to teach high quality PE lessons. Allows teachers to monitor progression within their year group to further adapt lessons to meet the needs of all pupils.</p> <p><i>Continue with GETSET scheme to ensure consistency for children and teaching team</i></p> <p>Staff identified and CPD given by Harris team. Staff survey on those that were given CPD say that 100% of staff feel more competent in the teaching and learning of gymnastics. <i>Repeat cycle next year as teachers move across year groups and support where needed.</i></p> <p>New PE mats ordered and therefore better-quality</p>	<p>Training delivered through SSP Harris funding,</p> <ul style="list-style-type: none"> £3853 <p>Additional costings for extra adults attending CPD courses.</p> <p>£200</p> <p>New resources, including new PE mats.</p> <ul style="list-style-type: none"> £1649.83 <p>Get Set 4 PE scheme.</p> <ul style="list-style-type: none"> £550

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<ul style="list-style-type: none">• Update PE resources to enable high-quality teaching to take place.• Ensure Get Set 4 PE annual memberships are paid so teachers can access high-quality planning and supporting resources.			teaching and learning can take place because of this. <i>Further equipment audit to take place to identify future purchases of new equipment</i>	
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Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved? (To write towards the end of the academic year)	Cost linked to the action
<p>To ensure that all pupils will be active on average 60 minutes a day, 7 days per week.</p> <ul style="list-style-type: none"> • Increase the number and range of activities and clubs on offer (Pupil-Led Games, Parents Fitness Club, etc.). • Develop provision for physical activity during breaktimes and lunchtime by increasing the amount of playground resources, providing playground activities facilitated by sports leaders. 	<p>Every pupil as they access further opportunities throughout the week to get active.</p>	<p>Key indicator 2</p> <p>Pupils will have more opportunities to be active, thereby supporting the target for all pupils to be active for an average of 60 minutes a day, 7 days a week.</p> <p>Key indicator 3</p> <p>Improved behaviour at breaktimes/lunchtimes, thereby supporting whole-school improvement.</p> <p>Key indicator 4</p> <p>Offer a broader and more equitable experience of a range of sports and physical activities to all pupils.</p>	<p>At least two sporting clubs afterschool daily. <i>Always fully subscribed, aim to have at least two in subsequent years.</i></p> <p>Sports leaders provide sporting enrichment with equipment during break time whilst Game on provide it during lunch times, inc girls' only football. <i>Meet with Game on team to ensure there's a broad and balance range of activities for children to take part in. Meet and train next year's Sports Leaders to ensure high expectations are maintained.</i></p> <p>Re-launch of the 'Daily mile', with half the time running and half the time taking part in circuit style activities to ensure a more balanced experience. <i>Remind staff of expectations for this in new academic year, along with monitoring to ensure high impact.</i></p>	<p>2 sports coaches – focusing on playground activities and games (not lunchtime supervisors).</p> <ul style="list-style-type: none"> ○ Approximately £11,400 (£20 per hour - £60 per day x 190 days) <p>Sports coach supporting hard-to-engage pupils in a range of games during Springtime.</p> <ul style="list-style-type: none"> ○ 12 weeks x £16 (45 minutes in total, including 15 minutes planning and prep time) £192. <p>New resources, including new PE mats.</p> <ul style="list-style-type: none"> ○ £1649.83 <p>Get Set 4 PE scheme.</p> <ul style="list-style-type: none"> ○ £550

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<ul style="list-style-type: none"> • Sports leaders trained in playground games. • Purchase equipment and resources to facilitate activities with and encourage independent active play. • Utilise leadership ideas from Get Set 4 PE. • Explore ways to promote more activity within lessons for reluctant pupils who do not want to participate in lunchtime activity. 			<p>Least active pupils take part in a sporting intervention to promote active learning.</p> <p><i>Meet with new teaching teams in Spring to share observations and to put plan in place for next group of children.</i></p>	
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Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved? (To write towards the end of the academic year)	Cost linked to the action
<p>Raise the profile of PE and sport across the school, to support whole school improvement.</p> <ul style="list-style-type: none"> • Celebrate and address the whole child through Physical Education, ensuring strong personal development. • Continue celebrations by introducing PE and School Sport to the celebration assembly every term to ensure the whole school is aware of the importance of PE and sport and to encourage all pupils to aspire to being involved. 	<p>All staff members including lunchtime staff.</p> <p>Every pupil</p>	<p>Key indicator 1 and 3</p> <p>By celebrating all things PE, we are encouraging more pupils to enjoy movement and physical activity. 100% of pupils will be developed in their physical, cognitive, social, and emotional learning, thereby improving attainment data in PE and across the school.</p> <p>Key indicator 2</p> <p>Pupils will be inspired to be more active, thereby supporting the target for all pupils to be active for an average of 60 minutes a day, 7 days a week.</p>	<p>All children from Year 1 to 6 have taken part in level 2 competitions throughout the year. <i>Continue to push for all children to take part in at least one physical extra-curricular activity.</i></p> <p>Display put up to showcase a range of sports across year groups in PE. <i>Display to be updated with new sporting achievements.</i></p> <p>During assemblies, children are recognised for sporting achievements and write their own match/event reports for the weekly newsletter. <i>Sporting achievements to be continued to be recognised.</i></p>	<p>Through SSP Harris partnership</p> <ul style="list-style-type: none"> ○ £3853

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<ul style="list-style-type: none"> Promote physical activity outside of school and celebrate. 				
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Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved? (To write towards the end of the academic year)	Cost linked to the action
<p>Increase the number of pupils participating in a broader and more equal experience of a range of sports and physical activities, including an increased range of competitive opportunities.</p> <p>Organise competitions for both KS1 and KS2</p> <ul style="list-style-type: none"> Team fixtures/friendly competitions and School Games competitions. 	All pupils as they have access to competition	<p>Key indicator 4</p> <p>Offer a broader and more equal experience of a range of sports and physical activities to all pupils.</p> <p>Key indicator 5</p> <p>Increase participation in competitive sport.</p> <p>Key indicator 2</p> <p>Pupils will be inspired through competitive games to be more active, therefore supporting the target for all pupils to be active on average 60 minutes a day.</p>	<p>All children from Year 1 to 6 have taken part in level 2 competitions throughout the year. Display put up to showcase a range of sports across year groups in PE.</p> <p><i>Continue to push for all children to take part in at least one physical extra-curricular activity.</i></p> <p>Boys and (for the first time) girls have played competitive football, representing the school in the local area.</p> <p><i>Provide this opportunity again for children to compete.</i></p>	<p>Coaches for sporting events</p> <p>£2275</p> <p>Hire of Diamond Jubilee centre for sports day</p> <ul style="list-style-type: none"> £192 <p>Sports coach to train boy's football team, inc support during matches.</p> <p>(20x30mins training sessions, 5 games at 1 hour each = £300)</p>

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<ul style="list-style-type: none"> Sports day competition with high-quality facilities at Diamond Jubilee centre 			Athletics track hired for sports day. Lots of positive feedback from parents. <i>Hire track for next year. At least two occasions for children to have proper enrichment of their Athletics unit.</i>	Teaching assistant support to coach the girl's team, inc during matches. (3x£12=£36)
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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
<p>Bespoke staff CPD for all class teachers was administered based on confidence surveys and observations.</p> <p>PE resources updated to enable high quality teaching to take place.</p> <p>Purchased a year's subscription of GET SET 4 PE.</p> <p>Developed provision for physical activity during breaktimes and lunchtime by providing playground activities facilitated by sports leaders.</p> <p>Explored ways to promote more activity within lessons for reluctant pupils who do not want to participate in lunchtime activity.</p> <p>Promoted physical activity outside of school and celebrate.</p>	<p>Staff feel more well informed to deliver high-quality PE lessons.</p> <p>Children can engage fully within their PE lessons with better, more up-to-date equipment.</p> <p>Teachers can use the chosen scheme to help deliver well planned, sequenced lessons.</p> <p>More children can hit their target of 60 active minutes a day with the enrichment provided at break and lunch times by Sports leaders and Sports coaches.</p> <p>Children accessed an intervention were able to speak more positively about being active and why this is important.</p>	

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<p>Interschool competitions allowed all children from Y1-6 to compete against one another.</p> <p>Sports coaches continued to encourage an active lifestyle at lunchtimes and introduced a range of sports.</p> <p>A range of sports clubs offered to all year groups after school.</p> <p>Bike ability carried out for Year 5 and 6 pupils</p> <p>A competitive sports day at the athletics track was provided.</p> <p>A competitive girl's football team was created and ran for the first time in the school's history.</p>	<p>All children in Y1-6 were able to experience sport at a competitive level that's appropriate for them. Some children have also taken up that sport because of this experience.</p> <p>Children were able to experience a broad and balanced variety of sporting activities.</p> <p>Children across Year 5 and 6 pupils are now more aware of bike safety and how to ride their bikes in an appropriate manner on the road.</p> <p>All KS2 children have experience of competitive athletics at an athletics track, broadening their Physical literacy.</p> <p>Some of the girls in the football team have since developed a love for the sport and are actively looking to join an external football team.</p>	
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£19,610 in total given. Total expenditure - £ 20,647.83

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

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<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%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	60%	

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<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>60%</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>National average is 72% for swimming 25M, according to the latest figures published by Swim England.</p>	

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Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	<i>N/A as we hire a pool with qualified swim staff that teach our lessons.</i>	
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Signed off by:

Head Teacher:	Rebecca Butters
Subject Leader or the individual responsible for the Primary PE and sport premium:	Amy Tyler
Date:	23/11/23

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