



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)

Activity/Action	Impact	Comments
Active playgrounds – Year 6's trained and ran activities from Monday –Thursday for KS1 and KS2 pupils	All pupils given opportunity to take part in daily physical activity	We need to think about increasing the range of activities that the play leaders lead and think about how we can structure their rotas to ensure buy-in. We also need to look at how lunchtime supervisors can add to our active playground provision.
New assessment criteria	Staff were trained to use our new assessment strategy written by the PE Subject Leader; led to more effective assessments.	Assessment data was more accurate and, therefore, groups falling behind can be targeted moving forward for extra support from our sports coach.
Playground improvements - Climbing wall, new basketball hoops	Both KS1 and KS2 playgrounds had a climbing wall fitted to external walls; pupils engaged with them at breaks/lunchtimes.	Continue to research ways we can make our playgrounds more activity friendly, increasing the number of pupils engaging in daily physical activity.
Use of taxis to transport pupils to competitions and participation events	Range of ages/ genders had chance to represent school.	Continue to make use of schools game membership to provide opportunities for different groups.

Key priorities and Planning

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
<p>Training Year 6 pupils to lead active lunchtimes in KS1 and KS2</p> <p>Maintain membership of AfPE and utilise the research in their journal during the inset.</p>	<p>All Year 6 pupils – they will be running the activities during lunchtime.</p> <p>Sports Coach – they will be overseeing the training and day-to-day management of active playgrounds.</p> <p>PE Subject Leader – they will be supporting with the procurement of equipment and pastoral support for play leaders.</p> <p>Lunchtime supervisors – they will be supporting the play leaders during lunchtimes.</p>	<p>Key indicator 1 – all KS1 and KS2 pupils will be able to access at least 30 minutes of physical activity during every lunchtime.</p> <p>Key indicator 2 – active playgrounds will help reduce behavior issues during lunchtimes as pupils will be engaged with physical activity.</p>	<p>Year 6 pupils will help train the Year 5 pupils so that they are able to carry on the active playgrounds the following year.</p> <p>It is intended that more pupils than previous year will be able to access regular physical activity due to all Year 6 pupils being play leader trained: this means the active playgrounds can be scheduled Monday – Friday with Year 6 pupils working on a rota.</p>	<p>£2500</p> <p>£300</p>

<p>Sports coach to lead a cycle of staff development on a 1-to-1 basis with class teachers, from nursery up to Year 6.</p>	<p>Sports coach – they will create a plan to enable all teachers have a weekly slot with them.</p> <p>Class teachers – sports coach will aim to develop staff confidence with a bespoke area of their pedagogy: planning, use of resources, differentiation, teaching gymnastics, etc.</p> <p>Pupils – they will benefit due to a class teacher more confident with delivering the curriculum.</p>	<p>Key indicator 2 – pupil outcomes are intended to improve due to higher skilled teacher pedagogy.</p> <p>Key indicator 3 – intention is for staff to target areas they wish to develop on, working in collaboration with the sports coach to improve outcomes for pupils.</p>	<p>Teachers’ confidence teaching PE will hopefully increase, as will the quality of the lessons they deliver. Pupils will therefore receive higher quality of provision and outcomes should improve too.</p> <p>Working with all teachers, from nursery to Year 6, will ensure these skills remain in the school community for years to come.</p>	<p>£3500</p>
<p>PE subject leader and sports coach to lead inset at the start of the year focusing on how adjusting lessons can enable all pupils to make good or better progress in PE lessons.</p>	<p>PE subject leader – they will be planning and leading the whole-school inset.</p> <p>Sports Coach – they will be helping to deliver the practical elements of the inset.</p> <p>School staff – class teachers, LSPs and LSAs will be attending the inset.</p>	<p>Key indicator 2 - pupil outcomes are intended to improve due to higher skilled teacher pedagogy.</p> <p>Key indicator 3 – intention is target areas identified as whole-school areas of development during informal observations.</p>	<p>Staff will be surveyed before and after to inset to consider impact on both their confidence and competence in utilising adaptations in their lessons to support all learners.</p>	<p>£3500</p>

<p>Procurement of PE essentials to ensure all lessons from scheme are suitably replenished and resourced.</p>	<p>PE Subject Leader and sports coach – they will conduct an equipment audit to see what equipment needs replenishing and check scheme to see what additional needs to be resourced.</p> <p>Business manager – they will help procure equipment at the best price for the school.</p> <p>Class teachers – will complete a survey to help identify gaps in the inventory and suggest new equipment.</p>	<p>Key indicator 3 – ensuring the PE resources are fully stocked enables teachers to feel greater confidence when teaching the school’s curriculum.</p> <p>Key indicator 4 – new equipment to be purchased includes size 3 footballs for LK2, Size 4 footballs for UKS2, soft skipping ropes for KS1 and new basketball hoops and basketballs for whole school.</p>	<p>The intention is that this procurement will enable all teachers to feel confident in delivering the curriculum with high quality resources.</p> <p>The equipment has been resourced from reputable retailers so that they will last for future pupils.</p>	<p>£3000</p>
<p>Travel to and from sporting competitions/ events</p> <p>Membership of local school games community.</p>	<p>Sports coach – will identify opportunities for a range of year groups to attend local sporting competitions and participation events.</p> <p>Business manager – will help source best deal on taxis to and from different locations.</p> <p>Pupils – Year 6 girls football</p>	<p>Key indicator 2 – pupils who may not have had the chance to represent the school in external competitions/events did so, meaning that often their perception of PE and physical activity was improved.</p> <p>Key indicator 5 – participation in competitive sport will increase, especially with girls</p>	<p>Girls from Year 1 to Year 6 have been targeted to help increase participation amongst them in particular.</p>	<p>£3000</p>

<p>New and improved sports days across school to be led by sports coach</p>	<p>competition, Year 6 boys football competition, Year 3/4 football event (WBA dome); Year 1 and 2 boys and girls multi-sports competition (WBA dome); SEND multi-sports</p> <p>Sports coach – will be redesigning four different sports days: nursery and reception, KS1, LKS2 and UKS2 will each have separate sports days.</p> <p>Staff – will be supporting by leading stations and taking groups of pupils around the different events.</p> <p>Pupils – all pupils will be taking part in their own sports day.</p>	<p>being given the opportunity to take part.</p> <p>Key indicator 2 – links between play leaders will develop as they will support sports coach run sports day, being excellent role-models for the younger pupils.</p> <p>Key indicator 4 – new sports such as handball, high hurdles and capture the flag will be introduced to the revamped sports days.</p> <p>Key indicator 5 – LKS2 and UKS2 sports days will be competitive events with pupils obtaining points for their houses; trophy will be presented while individual pupils will receive a variety of stickers.</p>	<p>The sports days engaged not only the pupils, but all staff and parents who witnessed the potential of physical activity and sport to benefit pupils. This helped raise the profile of PE and the hope is to build on this next year.</p>	<p>£3500</p>
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Key achievements 2023-2024

Activity/Action	Impact	Comments
Staff CPD inset	Increased confidence of staff – positive response to inset on practice (100% of staff surveyed believe their practice has improved and confidence increased)	Draw up monitoring cycle to observe how staff's pedagogy has developed.
Staff 1-to-1 CPD with sports coach	Increased teacher confidence and pupil outcomes – pupil assessment showed an increase in pupils meeting age related standard in relation to the curriculum objectives	Need to target groups that did not progress in line with peers (pupil premium pupils)
Nursery, KS1, LKS2 and UKS2 sports days	High pupil engagement; new sports experienced; positive feedback from school community	Act on parental and pupil feedback; introduce new sports for 2024/25 sports days.
Engagement of pupils with competitive sport	Pupils from Year 1 up to Year 6 had the opportunity to represent the school at inter-school competitions and events	Continue to target events that give under-represented groups the opportunity to represent the school in competitive sport.

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?	40%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	44%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>36%</p>	<p>.</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>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>No</p>	<p>Our swimming provision is led by external coaches.</p>

Signed off by:

Head Teacher:	Nick Skett – Head Teacher
Subject Leader or the individual responsible for the Primary PE and sport premium:	Mr Jack Heywood – PE Subject Leader
Governor:	Jay Handley – Chair of Governors
Date:	31/07/24