



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
<p>Provide opportunities for physical activities to take place across the school day.</p> <ul style="list-style-type: none"> • A range of after-school clubs introduced • Create zones within playground to encourage a range of physical activity. (Opal Play) • Outdoor play equipment to be provided for play times, including lunch-time. • Invest in a new scheme GETSET4PE to raise the quality of PE teaching and coverage across school. 	<ul style="list-style-type: none"> • More pupils participating in morning and afterschool clubs co-ordinated by staff and outside agencies have been bought in. New activities have been promoted. • Children are using PE equipment at play and lunch times. They are practicing taught skills. Less accidents at lunchtimes due to purposeful play/physical opportunities. • Children have been taught a wider range of PE skills which, is progressive across year groups. 	<p>After school clubs were being introduced last academic year and the play equipment was being used at lunch/break times. More children were using the equipment and accessing after school clubs.</p>

<p>Raising the profile of PE and sport in school.</p> <ul style="list-style-type: none"> • Provide opportunities for house competitions in school, mainly the running of sports day. • Achievements to be celebrated in assembly for their sporting achievements including children with SEND, • Cluster CPD events to be promoted and attended by KS1 and KS2 and PE lead. 	<ul style="list-style-type: none"> • The children enjoyed the competitive sports during the house events. Sports days were ran in every year groups and in house teams. • Children are awarded for their achievements and strive for success and praise. • Children in KS2 took part in the Panathlon (SEND) competition and won their category. • Children in KS2 have attended festivals and competitions and taken part in new sports and large competitions with other schools. This has enabled the children to take part and try new things. • Children are tracked on the school tracking system of clubs and competitions they have attended all year. 	<p>Many competitions ran throughout the year and pupils attended these. Different sports were introduced.</p> <p>House competition for sports day ran effectively- looking to incorporate Action Ants next year.</p>
<p>To increase staff confidence, skills and knowledge in the teaching of PE.</p> <ul style="list-style-type: none"> • Coaching in school from an outside provider. • Supporting documents from GETSET4PE to help with planning and knowledge of skills for each year group. • Internal CPD opportunities led by PE lead in staff development meetings. 	<ul style="list-style-type: none"> • All Children inc EYFS have received 2 hours of high quality PE lessons weekly. • Staff have been able to work with the sports teacher to observe lessons where coaches have led. (Action Ants Gymnastics) • The delivery and planning of lessons have enabled staff to plan specifically and with support. • Planning materials have been available for all sports and skills. 	<p>Feedback from staff and children regarding the impact of GETSET4PE is positive. Children enjoy new sports such as dodge ball and teachers feel the plans are thorough and engaging.</p>

<p>Additional achievements:</p> <ul style="list-style-type: none"> • Provide additional sporting activities for the children to take part in. • Book outdoor adventurous activities for all year groups at a time across the year. (Opal play) • Take part in Walk to School initiative to promote wellbeing, resilience, and good physical and mental health. • Swimming for Year 3 5 and 6. 	<ul style="list-style-type: none"> • KS2 pupils have taken part in outdoor adventurous activities inc residential visits. This has enabled them to try new activities and concur fears. • All children in KS2 have taken part in orienteering events within the GETSET4PE scheme. This has enabled them to use maps, keys and work as a team. • Gymnastics was delivered to the whole school during a morning ECC clubs. Some KS2 pupils took part in local competitions for the first time. • More children reached swimming national curriculum targets, including water safety than predicted. 	<p>Additional activities were planned for and the children took part in these events. Swimming was enjoyed by all and carefully planned.</p>
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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?	Cost linked to the action
Purchase and introduce new playground equipment for the newly zoned areas. (Opal Play)	Playtime/lunch time supervisors as they will supervise the use of the equipment. Pupils – as they will take part in new activities/new resources.	Key indicator 2 -The engagement of all pupils in regular physical activity 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.	<i>£4270</i>
Plan and book new after-school clubs and coaches during curriculum time linked to sports.	Staff- they will be supporting these sessions either after school or within school. Pupils- a range of sports to be offered to different year groups.	Key indicator 2 -The engagement of all pupils in regular physical activity. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key indicator 3: Raising the profile of PE and sport across the school, to support whole school improvement.	More pupils to be encouraged to take part in PE and sport activities. This will include after-school hours. Record children attending the clubs after school.	
CPD for Teachers: to include staff working alongside national governing body trained coaches. (Inc GETSET4PE CPD)	Teachers will be working closely with the PE staff from WHS. PE staff from WHS will be supporting in the planning and delivery of PE/sports. Pupils- they will be taking part in high quality PE lessons.	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Key indicator 3: Raising the profile of PE and sport across the school, to support whole school improvement.	Primary teachers more confident to deliver effective PE. More confident in their planning and delivery.	<i>£6860</i>

<p>For children to take part in more sports/festivals in school, including competitive sports.</p>	<p>Teachers and support staff will be taking the children to events. Pupils- they will take part.</p>	<p>Key indicator 5: Increased participation in competitive sport. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Children having the experience of a range of sports and activities. This will include festivals and events the year groups will attend. New sports to take part in and experience.</p>	<p>£3840</p>
<p>Audit existing equipment and purchase new equipment (in particular to promote gross motor skills) Inc equipment for children with SEND</p>	<p>Teachers/support staff using and modeling the new equipment. All children-access to high quality equipment.</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key indicator 3: Raising the profile of PE and sport across the school, to support whole school improvement.</p>	<p>All Pupils able to develop fine and gross motor skills more effectively with new high quality equipment and large apparatus.</p>	<p>£8,116 <i>(Includes large apparatus for gross motor)</i> £104 <i>Annual Audit Fees (May 2024)</i></p>

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>Introduce the new sports equipment with staff supporting this. Audit equipment and store in a way that ensures easy access that is close to zoned areas where the resources are used more effectively.</p>	<p>Improved sport and physical activity for children including more opportunities to progress skills using newly purchased large apparatus.</p>	<p>Sports equipment has been purchased and replenished to ensure children have access to this during play times, lunch times and during PE sessions. The sports equipment has been used outdoors with staff supporting. Access to equipment is now more accessible.</p>
<p>Plan and book new after-school clubs and coaches during curriculum time linked to sports.</p>	<p>More pupils to be encouraged to take part in PE and sport activities outside of the school day. This will include after-school hours. Record children attending the clubs after school.</p>	<p>After school clubs were planned for across the whole year. This included before and after school. Coaches and school staff provided a range of different sports for the children to experience across the year groups. This ranged from gymnastics, golf, dance, , football, multi-skills run club, pickle ball etc....Coaches were also hired to deliver PE sessions which developed teacher capabilities. A broader experience of sports was offered to the children and PE lessons offered new and exciting experiences for all children. The profile of PE was raised by these new and exciting experiences. The children were excited to take part and through children's voice showed the impact. Positive comments from parents regarding increase in after school activities.</p>

<p>Competitive sport success across the school year.</p>	<p>For the children to experience a range of sports and activities. This will include festivals and events the year groups will attend. They will take part in new sports and learn new skills.</p> <p>Children will take in competitive sports and festivals with other children from different sports.</p>	<p>The children have all been given the opportunity to take part in sports clubs/competition/festivals throughout the year. These have provided the children with new skills, teamwork, and the ability to take part in competitive sports.</p> <p>Children with SEND from across school competed in a Panathalon festival and were winners overall, representing school in the finals. Year 3-4 boys were overall winners of the</p>
		<p>small school county finals. Children in years 1-2 and 3-4 placed within the top 5 at a county gymnastics competition with some selected to trail for a national level competition. Children in KS2 placed within the top 10 at athletics, qualifying for the finals.</p> <p>Top-up swimming lessons have been provided for those children who didn't meet the National Curriculum requirements.</p>

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?	84%	A few of the children who did not achieve this due to attendance linked to illness. A child who has been recently unwell and unable to participate can swim 25m as parents provided 25m certificate. Also some of the other 16% who have not achieved missed lessons in year 3 due to covid. All SEND children can swim 25m.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	84%	<i>As 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>100%</p>	<p>We use external swimming instructors. Lessons has had good attendance overall and has been well organised.</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 are above the National average but still offered all year 6 lessons due to gaps in their swimming curriculum during covid whilst they were in Year 3,.</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>Staff attended the swimming lessons and been at the pool side to observe the swimming instructors and children.</p>

Signed off by:

Head Teacher:	<i>Jon Stewart</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Lisa Anderson- PE Co-Ordinator.</i>
Governor:	<i>Liam Benson</i>
Date:	24 th June 2024