



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.

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
<i>Provide high quality dance CPD for teachers and support staff.</i>	<i>All teachers and support staff to have CPD through dance lessons being modelled, and team teaching.</i>	<i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i>	<i>Staff feel more confident in delivering the curriculum content for dance alongside out scheme of learning. Children will take part in high quality dance lessons which will increase outcomes for children. Physical development will be improved.</i>	<i>£1500 costs for specialist dance teacher to support CPD for teachers and support staff.</i>
<i>Provide Play Leaders to increase physical activity at lunchtime as part of OPAL project</i>	<i>Additional Play Leaders have been employed for lunchtimes to improve engagement in physical activity. Play Leaders provided with in the moment</i>	<i>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</i>	<i>Lunchtime supervisors more confident to develop whole group games. Sustainable as it has given our staff the skills and tools needed.</i>	<i>£2800</i>

<p>Swimming lessons for year 1 and 2 children</p>	<p><i>modelling and ideas for supporting play at breaktime and lunchtime.</i></p> <p><i>Playleaders have games modelled to them and are then able to lead these games at breaktimes and lunchtimes.</i></p> <p><i>Provide additional swimming lessons to all year 1 and 2 children to build water confidence. This will allow the children to be confident before their swimming lessons start in Year 3 at the junior school.</i></p> <p><i>This will lead to better outcomes for year 6 swimming.</i></p>	<p><i>physical activity per day, of which 30 minutes should be in school.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p><i>Children more engaged at breaktimes and lunchtimes.</i></p> <p><i>Playleaders setting up and engaging children in games following the modelling of the sports coach.</i></p> <p><i>All children to take part in swimming lessons.</i></p> <p><i>All children to gain water confidence which will allow them to build o these skills when they complete swimming lessons in KS2.</i></p> <p><i>75% of children have never been in a swimming pool before – this will give them exposure to a new sport/physical activity.</i></p>	<p>£3000</p>
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<p><i>Improvements to the playground equipment</i></p>	<p><i>Playground equipment purchased and in place to allow for more physical activity. This in an addition to our loose parts play ethos. Part of the OPAL project.</i></p>	<p><i>Key indicator 3: The profile of PE is raised across the school and used as a tool for whole school improvement.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p> <p><i>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.</i></p>	<p><i>Improved behavior at breaktimes and lunchtimes due to levels of engagement</i></p> <p><i>Children more physically active throughout the day</i></p> <p><i>Children to have engaging resources which help develop fine and gross motor skills</i></p> <p><i>Children’s improved emotional wellbeing linked to physical activity.</i></p>	<p><i>£7000</i></p>
<p><i>Athlete visit to inspire and motivate pupils</i></p>	<p><i>Athlete visit to inspire children and open their eyes to different sports, including the disability sports.</i></p>	<p><i>Key indicator 3: The profile of PE is raised across the school and used as a tool for whole school improvement.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports</i></p>	<p><i>Children have core messages delivered to them around perseverance and determination, through an inspiring assembly.</i></p>	<p><i>£600</i></p>

<p><i>Extra-curricular club offer extended to provide a wide variety of sports</i></p>	<p><i>Children have the opportunity to access a wide variety of activities. Pupil premium have these subsidized through the Sports premium grant to allow equity in access.</i></p>	<p><i>and activities offered to all pupils.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p><i>Children learn about, and experience disability sports.</i></p> <p><i>Children are aware of a rang of sports and talent pathways.</i></p> <p><i>Children have access to a range of sports activities including but not limited to yoga, tennis, rugby, football, Brazilian soccer, gymnastics.</i></p> <p><i>% of pupil premium children accessing a sports club increased.</i></p> <p><i>Pupil voice shows children enjoy accessing a wide range of clubs</i></p>	<p><i>£2000</i></p>
<p><i>Ground maintenance / sports lines to allow</i></p>	<p><i>Ground maintenance to allow for physical activity to take place as a staple to our</i></p>	<p><i>Key indicator 5: Increased participation in competitive sport.</i></p>	<p><i>Children have access to a wide range of outdoor spaces which</i></p>	<p><i>£500</i></p>

<p><i>for enhanced and safe spaces for PE and sports to take place and competitive sports as part of house teams.</i></p>	<p><i>curriculum, this includes the forest fun area which is used daily.</i></p> <p><i>Field maintained and sports lines allow for the competitive sport to take place in the summer term.</i></p> <p><i>PE equipment safety checks including outdoor equipment i.e. trim trail.</i></p> <p><i>House badges to be purchased to continue our house team awards.</i></p> <p><i>Trophy purchased to celebrate winning house team each year.</i></p>		<p><i>are used as part of the curriculum and in break / lunchtimes. This will improve physical activity and ensure children are active throughout the day.</i></p> <p><i>Children take part in competitive aspects of sports as part of house teams. This is celebrated and children develop an understanding of healthy competition.</i></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
<p><i>Provide high quality dance CPD for teachers and support staff.</i></p>	<ul style="list-style-type: none"> • <i>Teachers voice shows improved confidence within dance.</i> • <i>Subject knowledge has improved in dance, including key terminology</i> • <i>Children have better outcomes in dance, with 85% reaching age related expectations.</i> 	<p><i>Still some work to be embedded with ECTs and newer teachers. This will be completed in the following academic year. CPD in gymnastics to be run by Jess Elford (Head Teacher, gymnastics coach and SLE) as this is the next area of teaching to be enhanced.</i></p>
<p><i>Provide sport coaches to increase physical activity at lunchtime</i></p>	<ul style="list-style-type: none"> • <i>Play leaders confident to set up games and engage children in games.</i> • <i>Pupil voice shows increased levels of enjoyment in games at breaktime and lunchtime</i> • <i>Observations show highly engaged, active play at breaktimes and lunchtimes.</i> • <i>Midday supervisors confident to set up, lead and engage in structured games and physical activity with the children.</i> 	<p><i>This has been successful and midday supervisors have now been upskilled to lead games and play 5 days per week. Next steps is to train the next cohort of playleaders in the summer term, ready for Autumn term 2024.</i></p>
<p><i>Swimming lessons for year 1 and 2 children</i></p>	<ul style="list-style-type: none"> • <i>100% of year 1 and 2 children took</i> 	<p><i>Next year the pool will be based at</i></p>

<p><i>Athlete visit to inspire and motivate pupils</i></p>	<p><i>taking appropriate risk i.e. building obstacle courses from tires and planks of wood.</i></p> <ul style="list-style-type: none"> • <i>100% of children in on the day took part in the athlete event</i> • <i>Children were inspired by a role model.</i> • <i>Pupil voice show children understood the purpose of the event and were inspired to have determination and not give up.</i> • <i>Pupils were able to see an alternative sport that would not have been seen to them otherwise.</i> 	<p><i>This will be continued next year with a different athlete and a different sport as it is valuable to the children.</i></p>
<p><i>Extra-curricular club offer extended to provide a wide variety of sports</i></p>	<ul style="list-style-type: none"> • <i>Extra-curricular clubs have had an increased uptake, with all sports clubs full, some with a waiting list.</i> • <i>Subsidized spaces used for some children who are pupil premium, and also other children who wished to attend but finance was a barrier.</i> • <i>Links made with additional sporting companies and local providers which will continue into next academic year.</i> 	<p><i>These are invaluable opportunities for our children. Links with local clubs and groups have been successful and will continue into next academic year.</i></p>

<p><i>Ground maintenance / sports lines to allow for enhanced and safe spaces for PE and sports to take place and competitive sports as part of house teams.</i></p>	<ul style="list-style-type: none"> • <i>Sports day took place in July 2024 with line markings in place</i> • <i>Children have use of the full outdoor school environment for breaktimes and lunchtimes. This includes the forest fun area.</i> • <i>Children are more physically active throughout the curriculum</i> • <i>House teams in place and competitive activities take place throughout the year.</i> 	<p><i>This will be further built upon next year. The house events will continue and broaden and the affiliation with the local sports partnership allows for more competitive events for Key Stage one children.</i></p>
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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?	% NA	<i>This year all year 1 and 2 children took part in 3 weeks of intensive swimming lessons in the pop-up pool. This totaled 15 lessons per child. This is being done in conjunction with the junior school 99% of our children feed into to ensure they have the best opportunity of reaching and exceeding the minimum standard of 25 meters by the end of year 6. All year groups in the junior school get swimming lessons via the pop-up pool.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	% NA	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	% NA	
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?	NA	

Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes	Yes.
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Signed off by:

Head Teacher:	<i>Jamie Ainscow</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Momtaz Begum</i>
Governor:	<i>Gary Beardsworth on behalf of PATH governing body</i>
Date:	12.7.2024