



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
Develop EYFS outdoor space and provision of fine motor activities for playtimes and lunchtimes in the KS1 area Develop active lunchtimes opportunities.	The area has extended the EYFS outdoor provision opportunities significantly for both gross and motor skills development alongside personal, social and emotional development. Pupil perceptions indicated that the children both used and enjoyed the new equipment and area and felt safe to try new things and be adventurous. Teachers and support staff have indicated that they are using the provision more since improvements were made.	Whilst lunchtime equipment is being used and enjoyed by the children it is becoming increasingly expensive as items are frequently lost or broken. We have decided to revamp the provision next year to include a series of led activities run by our sports leaders, who will be responsible for equipment. This should result in fewer losses and breakages and will ensure that a full range of children engage across the week.
ITFC training for year 5/6 girls and boys and for year 3/4 boys – selection termly based on attitudes to school, attendance, behaviour in class, engagement in learning etc.	Improvement in behaviour and attendance of certain children as they wish to attend the club and be part of school teams.	The use of team places as an incentive for positive changes in behaviour and improvements in school work will continue next year.
Gymnastics training	Pupil perceptions and lesson observations indicate	

Imoves renewed	that the quality of gymnastics teaching has improved and that teachers are utilising a range of skills and equipment to achieve learning objectives. Children enjoy their gymnastics lessons and there is clear progression across year groups. Dance provision continues to be topic focused and builds skills progressively year on year. Teachers demonstrate confidence in teaching dance and also in providing opportunities for the children to develop independence and creativity, using the imoves programme as a start point.	
Living Well Week: Range of workshops tailored for all year groups from local sports groups, sports facilities and providers, wellbeing practitioners.	Pupil perceptions and discussions/feedback from staff and parents indicate that the Living Well week was extremely successful, with many children saying they would now go and try these activities as they were all available locally. A range of children have signed up for the summer camps offered by the providers following their sessions	Continue to promote external providers in the local area via dojo now that we have made links. Living well week will continue biannually.
Attendance at a broader spectrum of competitions across key stages Enter A, B and C teams to extend offer to other children	Increased participation in competitive sports by a wider range of children across both key stages. Raised aspirations in SEND children from successful Panathlon Events run by School Games. Achieved Gold Award, demonstrating Discussions following competitions demonstrates that children want to participate, have a positive attitude towards physical activity and see that they can be part of a team.	

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
Improve lunchtime provision – structured activities led by sports leaders. Assess activity levels to ascertain target groups for intervention using MOKI health fitness trackers. Purchase balance bikes and scooters and storage	Aim to support transition from KS1 to KS2 and from LKS2 to UKS2. All children initially, then those children identified as least active. EYFS/KS1	Key indicator 1: The engagement of all pupils in regular physical activity. Key indicator 1: The engagement of all pupils in regular physical activity. Key indicator 1: The engagement of all pupils in regular physical activity.	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities, easier transition across phases. Building on last years work, provision will be improved for children in EYFS to develop gross motor skills through a range of resources. More children will have the opportunity to use the equipment across years reception to 2 Improvement in behaviour and attendance of identified children as they wish to attend the club and be part of school teams.	£2000 – equipment, sports leaders uniform. Moki trackers £1000 Class Pack £3000 £2000
ITFC training Sessions	ITFC training for year 5/6 girls and boys and for year 3/4 boys – selection termly based on attitudes to school, attendance, behaviour in class, engagement in learning etc.	Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement		

CPD: Sports Coach and PE lead to attend Sports Conference 2024	Whole staff training/feedback following conference to raise awareness of PE in school.	Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	High quality PE provision across all year groups based on current research and thinking.	£200
Netball training for PE lead to support team.	Year5/6 girls netball team reinstated.	Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Profile of girls in sport raised and greater interest in team competition from this demographic.	£? Possibly free as part of School Games provision.
EYFS Training for PE lead (shadowing Sports Coach/ observing indoor and outdoor provision)	PE Lead has stronger understanding of how the new EYFS framework fits within the PE curriculum and how this progresses in to KS1 in order to advise and support.	Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	PE Lead can advise and support teachers and TAs going forward in delivering a challenging and rewarding curriculum that prepares them for the next stage of their learning.	£300 – supply cover for lesson observations.
New gymnastics equipment to be bought in line with recent CPD	All staff and children	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Equipment will allow for quality provision of high challenge, low threat teaching and learning and support in the delivery of the Cambridge Scheme curriculum. Children will show greater engagement and progression in a wider range of skills.	£3000
Bike Ability course will be run for year 6 pupils in readiness for their	Year 6 pupils	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils and	Children will be confident road users, it will raise the profile of active travel	£360

transition to high school.		Key indicator 1: The engagement of all pupils in regular physical activity.	amongst KS2 and with parents.	
Dance Workshops	All children will be given the opportunity to participate in a dance workshop during Arts Week	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Raised profile of dance in school and Teachers given the opportunity to experience a range of dance styles and approaches to support delivery in class.	£500
Membership of School Games and IPSSA and attendance at associated competitions	All children across KS1 and KS2 given the opportunity to compete through inclusion of A, B and C teams. SEND children as part of the panathlon teams.	Key indicator 5: Increased participation in competitive sport	Increased participation in competitive sports by a wider range of children across both key stages. Raised aspirations in SEND children from Panathlon Events.	£3500 to cover membership fees, supply cover and transport.
Purchase of Netball and Basketball hoops ready for competition training.	KS2 Children	Key indicator 5: Increased participation in competitive sport	Increased participation in a broader range of competitions, raised profile of sport in school.	£400

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
Key indicator 1: The engagement of all pupils in regular physical activity. - Sports Leaders - Equipment/Balance bikes - Activity Trackers - Bike Ability	Observations at lunchtimes have demonstrated that a wider range of children are engaging in active lunchtimes, including rounders, traditional playground games such as 'duck, duck, goose' and using equipment such as skipping ropes, balls and hula hoops for more independent play activities. c. 90% of children over the course of the week have participated in some form of activity and indicated that they have enjoyed them. Feedback from EYFS/KS1 has been extremely positive, the balance bikes have enabled higher numbers of children to use the bikes at any one time and practice their balance, developing gross motor skills. The bikes and scooters are used most afternoons by EYFS and a number of times a week by KS1. Although take up was less than expected for the Bike Ability, the children who did participate, successfully achieved their road safety award. We continue to promote active travel through the provision of cycle and scooter racks and 'active travel' days linked to our eco school council initiative.	There was a delay with the Moki trackers so this is being carried forward into next year. The plan is to timetable each class to wear them for a 2 week period to support identifying children for intervention. Each class will then be monitored regularly over the course of the year to ensure activity levels remain high and exceed the 30 active minutes (in addition to 2 hours of PE) recommended in school. The focus on EYFS and KS1 over the last 2 years has seen a massive improvement in the activities offered and the level of physical activity being undertaken on a daily basis. Next year the intention is to refocus on KS2 alongside specific target children/groups to ensure the same level of engagement in a range of activities throughout the day. More focus will be given to the promotion of active travel next year. Parents/children will be encouraged to complete a questionnaire regarding how they travel to school each day over a period of time to ascertain where we can support change.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school	ITFC training places and selection for school sports teams continue to be reliant on good behaviour.	Continue with the club as it has been a huge

improvement	Registers of attendance and behaviour boards indicate improvements in both behaviour and attendance of identified children as they wish to attend the club and be part of school teams.	incentive. We have created strong links with the club and coaches so can look to utilise this to offer further opportunities such as match tickets, team visits etc.
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Whole staff drive updated with most recent learning regarding Physical Literacy and how to promote/encourage this in school. Staff awareness raised of this as a key driver for PE going forward.	The use of team places as an incentive for positive changes in behaviour and improvements in school work will continue next year.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Observations by PE Lead have ensured a stronger understanding of how the new EYFS framework fits within the PE curriculum and how this then progresses in to KS1 in order to advise and support the transition.	PE Lead to run staff meeting next academic year to reiterate/introduce the concept of Physical Literacy and share curriculum resources and schemes of work as well as associated CPD as we have a number of new staff joining the school.
- Gymnastics Equipment - Dance Equipment - Dance Workshops	Observations and feedback from staff have indicated that they are more confident in delivering PE using the equipment recommended during staff CPD session. The extra tables have ensured more varied approaches to apparatus layout and use which has resulted in more challenging and interesting gymnastics provision across all age groups. Access to ribbons etc has encouraged a higher level of creativity and skill in floor-based work. The dance workshops were incredibly well received and a number of pupils have since signed	Staff have requested further gymnastics CPD as the previous session was so useful and has had a huge impact on teaching and learning. Staff have also indicated that they would now like to look at Dance and develop areas here so this will be a focus for the next academic year. PE lead to flag up imoves online CPD offer to staff whilst researching options for in person provision.

Key indicator 5: Increased participation in competitive sport	up for the dance groups who were showcasing their work. Observations and lesson drop ins demonstrated that new equipment is being used effectively to enhance the dance offer and expand the imoves programme to individualise it for our children. Through the inclusion of A. B and C teams at competition events we were able to target a broader range of children to participate, ensuring those who were not as strong in certain fields to still have the opportunity compete. Our SEND offer was increased and improved from previous years through the School Games initiatives including attending the panathlon and ten pin bowling events. Pupil and parent feedback following attendance was very positive and all expressed their gratitude at being included and given the opportunity to participate and compete at an inter school level. IPPSA league events were well supported and children enjoyed ongoing challenge of being in a league rather than a one off event.	Membership of School Games and IPSSA has been purchased for next year to ensure we continue and build on the positive work we have done this year. Inclusion of more SEND events was well received and will be encouraged.
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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?	76%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	56%	<i>Whilst 76% could confidently complete 25 metres using one stroke, not all were proficient in a range of strokes.</i>

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	56%	<i>Only those proficient in a range of strokes had the opportunity to complete their Gold Awards</i>
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?	Yes/No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	<i>We use external providers and go to our local pool for swimming lessons.</i>

Signed off by:

Head Teacher:	<i>Darren Gates</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Sara Cooper PE Co-Ordinator.</i>
Governor:	<i>Derek Ramsay</i>
Date:	16.7.24