



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>Wide range of activities on offer for pupils at lunchtimes. The playground is split into four areas of activity each supervised by a lunchtime supervisor. These activities are on a rolling weekly plan so that the activities are changed often to keep the children's interests.</p> <p>In order to achieve good progress and achievement for all pupils the focus will continue to be on upskilling the staff. Staff have and will continue to undertake CPD sessions for various areas of the P.E curriculum. ECT included in opportunities for peer observations and access to appropriate courses as well as team teaching certain areas of the curriculum they are finding challenging.</p>	<p>Children are more engaged in physical activity and they are sustaining their focus and engagement in sport. Core skills are developing well and we have used pupil voice to inform the rota of activities for the coming academic year</p> <p>All ECT's have developed well in their confidence and practice, we have booked AVFC to support staff in engaging non-movers and less active children in physical activity through PE and developing staff understanding around challenge.</p>	

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
<p><i>Introduce Sports apprentices to lessons to support children’s skill development and knowledge.</i></p>	<p><i>Pupils- They will have access to knowledgeable staff that can support them in lessons and give them access to new ideas and sports.</i></p> <p><i>Staff- Have access to support for delivery of lesson meaning they are more confident and able to build their skills from the knowledge of apprentices.</i></p>	<p><i>Key indicator 1 – Increased confidence, knowledge and skills of all staff in teaching PE- Staff will be able to use Apprentices to support lessons setting up, modelling and supporting the development of skills within different sports. Staff are able to ensure that all children have access to a knowledgeable other when modelling and skill correction.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.- Apprentices can offer and support a wider range of sports at break and lunchtime and build the children’s skills in these sports</i></p> <p><i>Key indicator 2- Engagement of all pupils in regular physical activity- a wider range of pupils can be reached within lessons and breaktimes with the support of apprentices to ensure that they are physically active and engaged in PE</i></p> <p><i>Key indicator 3- The profile of PE is</i></p>	<p><i>More pupils being supported and challenged in lessons, access to support in lessons for more sustained physical activity.</i></p> <p><i>A range of different lessons will be supported over the course of the week to enable us to reach the maximum number of pupils.</i></p>	<p><i>2 x sport apprentice salaries</i></p>

		<p><i>raised across school as a tool for whole school improvement- children that are more physically active are more focused and engaged in classroom learning, they are able to focus for longer periods. Children are learning and reinforcing key social skills and basic teamwork skills through sports that support learning in the classroom and in the wider world</i></p>		
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<p><i>Sport coach for the expert delivery of lesson content and breaktime activities.</i></p>	<p><i>Staff- Access to a confident member of staff who is an expert in PE to build their confidence and support their thinking to upskill staff for a longer period of time.</i></p> <p><i>Pupils- They enjoy the member of staff being involved in lessons and more children are engaged with a wider range of sports and lessons</i></p>	<p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i></p> <p><i>Key indicator 5: Increased participation in competitive sport at breaktimes with cross year group opportunities for competition.</i></p> <p><i>Key indicator 2- 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. This is delivered during break and lunchtime activities in which children can access different sports that are not on curriculum and be physically active for a sustained period of time</i></p>	<p><i>Teachers and pupils become more confident as a result of the coaches' insights. Pupils learn from a very knowledgeable other.</i></p> <p><i>Coach will support a range of lessons and give the children key insights within sports and for skills to develop confidence and challenge their thinking.</i></p>	<p><i>£10,250 sports coach staffing and training</i></p>
<p><i>New equipment for lessons to ensure that all children can be</i></p>	<p><i>Pupils- They will be able to engage with the lesson for a longer period of time as they have access to enough equipment to avoid sharing and waiting in lines.</i></p>	<p><i>Key indicator 2- 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. Children are able to be physically active for a sustained</i></p>	<p><i>Pupils access to learning is improved and they are able to engage with learning. Children are not waiting for their turn and have more opportunity to practice and develop their</i></p>	<p><i>£1200</i></p>

<p><i>engaged in lessons.</i></p> <p><i>Purchase of equipment for breaktime games</i></p>	<p><i>Pupils- Pupil voice showed that some children did not engage with activities outside and were not physically active because they did not enjoy that activities. Equipment was purchased that these children could access.</i></p>	<p><i>period during lessons and more engaged.</i></p> <p><i>Key indicator 2- Engagement of all pupils in regular physical activity- Less active children now have the opportunity to be active and are encouraged to develop and reinforce the same social skills as those playing games.</i></p> <p><i>Key indicator 3- The profile of PE is raised across school as a tool for whole school improvement- All children are given the opportunity to develop and engage with physical activity in school.</i></p>	<p><i>skills.</i></p> <p><i>A wider range of children are involved in activities outside and are targeted to become more physically active.</i></p> <p><i>Children have developed their core skills and engagement in PE. These children have grown in confidence and are now more engaged in lessons and PE.</i></p>	<p><i>£220</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
Introducing apprentices into lessons and breaktimes to support implementation and delivery of PE	<p>Apprentices have been hugely successful in supporting staff and pupils in lessons by ensuring high quality PE is being taught. They are identifying and addressing misconceptions to allow greater progress of children in their skills and knowledge of a wider range of sports.</p> <p>Children are more engaged at breaktimes with activities as a result of their presence and the support that they are able to offer to children. They have allowed more flexibility in activities with children being able to access activities that they enjoy.</p>	Apprentices have been an asset to the school and the PE curriculum and discussion with Executive Headteacher will take place in Autumn 1 (24/25) about Apprentices for next academic year.
Sports coach for expert delivery of lesson content and support for teachers during lessons	The sports coach has improved the confidence and ability of staff to deliver PE safely and effectively to all children. He has been most impactful in challenging learners thinking and skills to help them develop situational awareness and adaptive skills for competitive games.	Sports coach will continue his role and will be targeted more at developing the competitive opportunities of children across the school. As well as targeting our children who have low levels of physical activity through targeted intervention.

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?	44%	<i>Large number of pupils had a fear of the water to initially begin with and developing their confidence in the water was a key priority before we could teach strokes and build stamina and distance with most pupils</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	44%	<i>Children in all ability groups have been taught and are becoming more confident in swimming with a range of strokes effectively</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>23%</p>	<p><i>Gaining confidence in the water was a priority to help children develop basic swimming skills so water rescue was pushed back in the planning so that we could build up skills and children's distance swimming</i></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>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>	

Signed off by:

Head Teacher	<i>Shaukat Islam</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Adam Mountney</i>
Date:	31st July 2024