



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
OAA training for staff CPD	Staff confidence increased with delivering P.E lessons and confidence with behaviour management.	CPD next academic year to be delivered by KS Education.
Dance Teacher to deliver termly dance session/Dance Club	Pupils increased skills, knowledge and confidence. Children also performed on stage at the local theatre with a number of other schools.	Continue next year, this provides a broader experience for pupils and also provides extra-curricular opportunities as well as a performance opportunity at The Brindley through HPAN.
Extracurricular activities – Full of Beans	Increased attendance of PPG and pupils with SEND. Offered a range of sporting activities to pupils to develop skills and knowledge.	Clubs next year will be led by KS education as they will also link to the competitions entered.

PE sessions led by KS education. Mini movers for KS1 and Positive values for KS2. Staff remained in these sessions as part of CPD.

At the beginning 30% of pupils said that they are never confident when faced with a new challenge, while another 30% stated that they are only sometimes confident. This has progressed well over the 6 weeks with 18% saying that they sometimes struggle for confidence and everyone else saying they would be always confident of a new challenge. This is fantastic progress to see.

When asked how they persevere with a difficult task at first 25% said that would always give up and a further 40% said that they would sometimes give up. Following the work we have done throughout the programme this has now changed to 0 children never persevering with a task and only 30% saying that they would sometimes give up.

The question was also asked to the pupils as to whether or not they enjoy completing tasks with others watching them. The initial response showed that 35% of pupils would never feel comfortable in this position and a further 30% would only sometimes be comfortable in this position. By the end of the programme only 20% of pupils would now only sometimes feel uncomfortable completing a task in front of others while the rest say they would always be comfortable.

Summary

The programme as a whole was really well received by the pupils and the development of each group was there to see each and every week culminating in some excellent results and impact. The children were put into a lot of leadership positions; situations where they had to talk through problems that needed to be solved with only a small amount of instruction to develop collaboration and communication along with trust in one another. There were some absences in final week so the results were only taken from 17 pupils compared to the 20 in week 1.

The children were also asked how has the programme helped them and some thoughts from the groups were

Continue with this next academic year to reach all KS1 and KS2 pupils ensuring that by the end of this next academic year all classes have had the opportunity to participate in these sessions.

	<p>recorded at the end of the programme and are shown below:</p> <p>Minefield - thinking to find the right path - take time with decisions - GJ</p> <p>There's no I in team - if one fails on your team you pick them up and work together - TG</p> <p>Being more confident during tasks - JD</p> <p>Learning to problem solve with more than one instruction - OB</p> <p>Listening to other ideas - ND</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
Introduce lunchtime sport sessions/activities for pupils – Judo and archery	KS1 and KS2 pupils including children within the resource base.	<p>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.</p> <p>Key indicator 3 – the profile of PE and sport is raised across the school as a tool for whole school improvement.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</p> <p>%of pupils attending extra curricular sporting activities will increase.</p>	£1000 costs for additional coaches to support lunchtime sessions – this to be amended once costings received from coaches.

<p>CPD for teachers through KS Education.</p> <p>Specific sessions during PE delivered by KS Education.</p> <p>Mini Movers for KS1 focusing on gross motor skills.</p> <p>Positive values in KS2 focusing on sportsmanship and resilience.</p>	<p>Primary generalist teachers.</p> <p>Pupils from Reception – Year 6 including Resource Base</p> <p>Primary teachers as they will attend all sessions for CPD and be able to implement activities in to the afternoon fitness breaks.</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key indicator 3 – the profile of PE and sport is raised across the school as a tool for whole school improvement.</p> <p>Key indicator 5: Increased participation in competitive sport.</p> <p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>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.</p>	<p>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, and as a result improved % of pupil’s attainment in PE.</p> <p>Pupils will increase their resilience as shown through REST and PASS assessments.</p> <p>Pupils in KS1 will show progress in gross motor skill development.</p> <p>Staff confidence delivering sporting activities for building resilience and motor</p>	<p>£8,364 (covering these sessions and the sessions below)</p>
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<p>Access to competitions through KS education</p> <p>Swimming sessions at Brookvale Swimming Pool</p>	<p>KS2 pupils including resource base</p> <p>KS2 pupils including pupils within the Resource Base</p>	<p>Key indicator 3 – the profile of PE and sport is raised across the school as a tool for whole school improvement.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 5: Increased participation in competitive sport.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>skills will increase.</p> <p>% of pupils participating in competitive sport will increase.</p> <p>% of pupils accessing after school clubs will increase</p> <p>Pupils will improve their swimming ability and develop understanding of water safety.</p>	<p>£500</p>
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<p>Activall Boards purchased to enhance physical movement throughout the day e.g. breakfast club, break, lunch.</p>	<p>All pupils including pupils within the Resource Base</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. 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.</p>	<p>Year 6 swimming data will be in line with national. Pupils will improve their swimming ability and develop understanding of water safety. Year 6 swimming data will be in line with national.</p>	<p>£7,000</p>
<p>Fitness sessions as part of the curriculum daily for 15 minutes. Equipment to support this.</p>	<p>All children in KS1 and KS2</p>	<p>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</p>	<p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</p>	<p>£816</p>

school.

Key indicator 3 – the profile of PE and sport is raised across the school as a tool for whole school improvement.

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

Swimming Data – 2022/2023

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?	53%	Attendance has impacted progress and will continue to be a key focus next academic year. Many pupils in this cohort had not attended any swimming prior to what was offered through school.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	53%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>53%</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>Yes, some pupils are repeating their swimming lessons during each half term to ensure they have opportunity to meet the national expectation.</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>The swimming sessions are at a local school and are taught by two swimming instructors.</p>

Signed off by:

Head Teacher:	<i>Genna Hitchin</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Genna Hitchin – Head of School</i>
Governor:	
Date:	08.09.23