The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

Commissioned by

Department for Education

Created by

association for Physical Education

YOUTH SPORT TRUST

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 the skills taught in PE by supporting their practice during playtime • Promote girls football opportunities in light of Women's Euro's success from Autumn (continuation of Girls 4/5 football club) • Expand opportunities for SEND sport opportunities • Playtime training for SMSAs • Development of two-day coach timetable to see all year groups on rotation and support interventions to target SEND and gross motor skills gaps • Develop new sports leaders • New opportunities to build activity in to lives • Experiences of new sports • Enter more competitions than the previous year	• Children regularly accessing basketball, tennis, volleyball and dodgeball. • Growth in popularity of girl's football and attendance at football trials • Progress for targeted children on fundamental movement skills and gross motor skills • Implementation of child led skipping and table tennis games in the playground • More experiences of yoga, dance, the daily mile and table tennis for more children • Coach delivered news sport volley ball to years 3,4,5. Tri golf ran in year 4 and was very popular. • Wide range of competitions entered such as: Dance (Word Music Festival) Netball Girls football Boys football Athletics Tag Rugby Teams trained by sports coach and dance by two teachers.	Our PE Lead focused on refining the impact of the coach, maximizing his involvement in competitions and the curriculum as well as interventions – this worked well and continues to be more targeted. A cycle of trial and curriculum revision is in place to ensure children experience new sports. We have a model for how to ensure participation in competitions. Now we need to look at longer term team development.

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
To provide pupils with the opportunity for a more active playtime To provide a wider range of play equipment to support reinforcement of skills learnt during PE To encourage a range of different sports other than football at playtimes	*Pupils* *SEND pupils* *Staff (including lunchtime supervisors)*	**Key indicator 1:** Increase confidence, knowledge and skills of all staff in teaching PE and sport	Staff members to be given area to manage on the playground and encourage sport using equipment suited to that area Introduction of sports from the curriculum into structured play opportunities on the playground Staff members to receive CPD on how to encourage use of play equipment for children with SEN	*£2599.70*
Expand opportunities for SEND sport opportunities Create leadership opportunities for children through sports leading	*SEND pupils* *Sports Leaders*	**Key indicator 2:** The engagement of all pupils in regular physical activity – Chief Medical Officers' guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school	Staff to receive CPD from coach on how to teach new sports. Basketball and afterschool club to use new hoops	*£8021.97*

PE coach to teach new sports with class teacher PE coach provided specialist training to teams and ran active breakfast and afterschool clubs twice a week Coach provided intervention teaching for children with SEN Continue to expand opportunity for children with SEN		**Key indicator 3:** The profile of PE and sport is raised across the school as a tool for whole school improvement	Change units coach works with teacher to build skills set Develop use of Complete PE for expert led PE lessons without coach	*£15368.50*
Children to experience other ways of staying active	*Years 2-4*	**Key indicator 4:** Broader experience of a range of sports and physical activities offered to all pupils	*Dance coach unit added to curriculum with added after school club*	*£1451.66*
Children to be involved in competitions outside of school in the Local borough. Wide range of competitions completed such as: Dance Netball Girls football Boys football Athletics	*Year 5-6* *Year 1-2 multisports*	**Key indicator 5:** Increased participation in competitive sport		*£2588.55*

Tag rugby Basketball Multi-sports Increase in activity during sports day for all groups				

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
To provide pupils with the opportunity for a more active playtime To provide a wider range of play equipment to support reinforcement of skills learnt during PE To encourage a range of different sports other than football at playtimes Expand opportunities for SEND sport opportunities Create leadership opportunities for children through sports leading PE coach to teach new sports with class teacher PE coach provided specialist training to teams and ran active breakfast and afterschool clubs twice a week Coach provided intervention teaching for children with SEN Continue to expand opportunity for children with SEN Children to experience other ways of staying active Children to be involved in competitions outside of	The addition of more play equipment tailored to students with Special Educational Needs (SEN) significantly enhances inclusivity and engagement in our school community. By providing sensory-friendly and adaptive play structures, we have created an environment where SEN students can participate fully and comfortably. This equipment promotes physical activity, social interaction, and cognitive development, helping students improve their motor skills and build confidence. It encourages collaboration among peers, fostering friendships and enhancing social skills. Basketball and afterschool club to use new hoops. The introduction of adjustable basketball hoops greatly enhances our physical education program by improving inclusivity and skill development. These hoops cater to various age groups, allowing students to engage more confidently and develop fundamental skills without intimidation. By accommodating different skill levels, they boost student participation and foster a positive learning environment. Additionally, the adjustable hoops encourage both beginners and advanced players to practice and refine their techniques, resulting in increased enthusiasm and engagement in basketball activities across all year groups.	SEN students are more active and engaged, leading to a more supportive and inclusive school culture. Younger children experienced new sport which has more developmental opportunities and opportunity for child to take up new hobby outside of school. First entry to basketball comp this year.

school in the Local borough. Increase in activity during sports day for all groups	The coach brings specialized knowledge and expertise, allowing students to learn diverse sports and physical activities they may not have encountered before. This exposure broadens their skill set, improves overall fitness, and increases student engagement. The coach's professional guidance ensures proper technique and safety, fostering confidence and encouraging participation among students of all skill levels. Furthermore, the introduction of new sports promotes inclusivity, teamwork, and strategic thinking, contributing to a well-rounded and dynamic physical education experience. Dance fosters self-expression, teamwork, and physical fitness, while also reinforcing themes from classroom topics. By linking dance with topic teaching, students gain a well-rounded educational experience. The provision of transport to sporting events has greatly enhanced student participation. This access promotes inclusivity and ensures that everyone can benefit from the physical and social aspects of competitive sports. By recognizing and celebrating students' achievements in various athletic events, these awards boost motivation and encourage participation. Students strive to perform at their best, fostering a sense of healthy competition and personal growth. Sports Day awards also highlight diverse talents, promoting inclusivity and appreciation for different athletic skills.	The addition of a dance coach to our school has had a transformative impact, enhancing both our physical education program and the broader curriculum. The dance coach brings specialized expertise, introducing students to various dance styles that align with cultural and historical topics in our lessons. This integration allows students to explore subject matter creatively, deepening their understanding and engagement. Student and staff feedback on this organization of sports day very positive.

	This recognition builds self-esteem and encourages teamwork, as students support and cheer for one another. This access promotes inclusivity and ensures that everyone can benefit from the physical and social aspects of competitive sports.	The provision of transport to sporting events has greatly enhanced student participation.

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

Question	**Stats:**	**Further context** **Relative to local challenges**
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	78%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	78%	

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	78%	
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	We continue to take the Year 5 pupils who did not meet the requirements of the National Curriculum swimming again in Year 6.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/<u>No</u>	Swimming lessons provided by external provider. Opportunities to swim at the local pool are promoted within school.

Signed off by:

Head Teacher:	*Fiona Hopkins*
Subject Leader or the individual responsible for the Primary PE and sport premium:	*Emma Crowle*
Governor:	*Lynne Malzard*
Date:	*31/7/24*