



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
After school clubs . lunchtime clubs are accessible to all children. After school clubs are free to children. Football (cost of football coach)whole year, 4 clubs per week Lunchtime clubs: Dodgeball x 3 Dance x 3 Basketball x 3 Netball x 2 Athletics x 2 T-shirts bought for the dancers to perform at the catholic partnership showcase To ensure children receive the best quality of teaching in all areas of PE and can develop both skills and knowledge in these areas.	The amount of children accessing the lunchtime and after school clubs have increased dramatically. More children that are inactive are participating in active sports. Children have developed skills in unusual sports. Pupil Premium children have accessed sports clubs to encourage a healthy lifestyle. All clubs are free to ALL children!	To continue to train staff from within school to deliver after school clubs to children. To continue to develop the year 5 and 6 children to support the teaching of clubs to ks1 children. To encourage parents to pay 50% of the session cost, to allow the school to offer more ad varies clubs to all children.
	This course has just been completed by the PE lead – the first session to disseminate the new	Staff have been supported to plan and deliver high quality PE lessons.

<p>PE lead to undertake a complete level 5 PE course</p>	<p>planning assessment tools have been completed. All staff will be confident to teach all aspects of PE and they do this producing good lessons for the children. Lessons are thorough, well planned and delivered to ensure all children can access every part of the PE curriculum.</p>	<p>To continue to develop personal CPD to support our school staff. CPD - continuing CPD on planning and assessment of pe in each lesson.</p>
<p>Children are excited to learn new skills, knowledge and perform at their best, every PE lesson. Children are awarded a sticker each lesson if they complete their learning objectives of the session or demonstrate some of the key factors asked for within the lesson. 10 stickers – the children receive a bronze level award, 20 silver level and 30 gold level. After each session, one or two children from each class are rewarded with the star of the week PE award. This is displayed in the gym for all to see and shared with the whole school in celebration assembly</p>	<p>We are seeing huge improvements in children’s attitudes towards PE lessons. Children are enthused and excited about the prospect of the awards. Children are thinking more about the Learning objectives of the sessions. We are already seeing a huge improvement in attitudes and the development of skills and knowledge. Children thrive on seeing who the star of the week is and they are already beginning to identify the child who has received the award before it has been announced.</p>	<p>To continue to promote healthy lifestyles and celebrate childrens achievements in PE. Purchase reward charts for the coming year.</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>To begin to set up opal play for playtimes, to encourage active playtimes and give opportunities to all children to be active.</i></p>	<p><i>Lunchtime supervisors / teaching staff, coaches - as they need to lead the activity</i></p> <p><i>pupils – as they will take part.</i></p>	<p><i>Key indicator 2 -The engagement of all pupils in regular physical activity .</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p><i>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</i></p>	<p><i>£5000 costs for initial layout costs for opal advisors to evaluate and support in the development of the playgrounds / fields, quiet areas etc.</i></p>

<p>CPD for teachers. In-house training to all teaching staff to develop knowledge and confidence. Cutting workload – developing a much more stream lined planning and assessment tool.</p>	<p>Primary generalist teachers, HLTA's</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<p>Primary teachers more confident to deliver effective PE. swimming and as a result improved % of pupil's attainment in PE.</p>	<p>£100 for all staff to undertake CPD.</p>
<p>To develop competition within our school setting, as well as inter school competitions.</p>	<p>Caroline Carr Simon Alderson</p>	<p>Key indicator 2 :The engagement of all pupils in regular physical activity</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>Mr Alderson to train football clubs after school developing school teams. Children take part in competition every week in school and inter school matches are organized.</p>	<p>£5,000 for wages for coach</p>
<p>To increase the amount of children</p>	<p>Caroline Carr / SSOCs team</p>			<p>£1,300 – little movers sessions</p>

<p><i>being involved in sport / active lunchtimes and develop their love of being active.</i></p>		<p><i>Key indicator 2: The engagement of all pupils in regular physical activity</i></p> <p><i>Key indicator 3: The profile of PE and sport is raised across the school 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>£2,000 active playgrounds equipment</i></p> <p><i>£2,500 – adventure days</i></p> <p><i>£560 – top up swimming for year 6</i></p> <p><i>£352.31 – Raising the profile of pe – reward cards and stickers for every class.</i></p> <p><i>£3,000 – Commando Joes equipment</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>To begin to set up opal play for playtimes, to encourage active playtimes and give opportunities to all children to be active.</i></p>	<p>Opal playtimes are in the initial stages of development. There has been a lot of support from the staff and lunchtime supervisors.</p> <p>Children are choosing a range of activities over breaktime and lunchtime. The initial results show that more children are choosing to be active over these periods of time.</p> <p>Children who would not normally be active, are showing that they enjoy being active.</p>	<p>More children are being active on a daily basis. Children are being encouraged to try new and exciting active activities.</p>
<p><i>CPD for teachers. In-house training to all teaching staff to develop knowledge and confidence. Cutting workload – developing a much more stream lined planning and assessment tool.</i></p>	<p>CPD shows that the teachers are much more happy teaching and delivering PE to all children. Progress is made over time and teachers feel that more children are happy to take part in PE lessons and develop their knowledge and skills.</p>	<p>More staff have volunteered to help run lunchtime sports clubs, confidence is higher and they are more open to sharing their knowledge.</p>

<p><i>To increase the amount of children being involved in sport / active lunchtimes and develop their love of being active.</i></p>	<p>Children in EYFS have had a term of little movers sessions. They % of children making good progress in Physical development at the end is much greater than their baseline.</p>	<p>The children have gained in confidence, they have developed their gross motor skills and their general physicality is much better.</p>
<p><i>SSOCs crew lunchtime clubs –</i></p>	<p>The SSOCs crew have offered lunchtime clubs to all children right across the year. The amount of children being active over lunchtime has increased greatly. Children who have not accessed clubs in the past have been part of the clubs.</p>	<p>A greater % of children accessing the clubs. The range of children accessing the clubs have increased too. These include: girls / boys / SEN, PP, BME, EAL</p>
<p><i>Active playgrounds implemented every break and lunchtime –</i></p>	<p><i>Active playground equipment has given the children the opportunity to play a range of activities / sports. More children are bring active during their breaktimes.</i></p>	<p>The equipment has proven to interest the children and it is showing that new equipment motivates the children to be active.</p>
<p><i>Adventure days from year 1 – 6 Outdoor and adventurous activities –</i></p>	<p><i>The adventure days really have been a positive experience for all of the children in school. These OOA days have given the children a broader experience of being active, whist raising the profile of PE and games throughout the school.</i></p>	<p>We would like to continue to offer new and exciting activities to the children, exploring new ways for all of our children to be active.</p>
<p><i>Reward cards and stickers - awarded within the pe lessons –</i></p>	<p><i>Reward cards and stickers for every class, have proven to be very positive, as acknowledgments to children’s skills and development within the pe lesson.</i></p>	<p>Children are driven to reach the next colour milestone card, by developing their skills, knowledge and attitude towards sport and games.</p>

<p><i>Commando Joes training for staff to implement the programme to all children throughout the school, developing skills, teamwork and being active.</i></p>	<p><i>The Commando Joes equipment has been purchased and we are excited about the upcoming training for the staff.</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>
<p>What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?</p>	<p>51.1%</p>	<p><i>Many of the children who had swimming lesson, also have had previously had private swimming lessons or reportedly been swimming regularly with family members.</i></p> <p><i>Children who did not – had a very low starting point – even found putting their faces in the water or getting into the water a huge struggle. Many children who found it difficult to get in the water, also found it difficult to take their feet off the floor / or leave go of the side of the pool, to walk from one side of the pool to the other, in a very shallow pool. This meant that they were learning the very basics of water confidence without having their feet on the floor of the pool. Many children needed a pool float to help with this for several weeks.</i></p>

<p>What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?</p>	<p>51.1%</p>	<p><i>Children who did not had a very low starting point, as mentioned above. They showed they were beginning to use he strikes but this was not efficiently or confidently. 14.2% rarely attended or attended at all. A large % of the children who did attend / but did not achieve have poor attendance in school and therefore missed alot of sessions.</i></p>
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<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>51.1%</p>	<p><i>See above</i></p>
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<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>After having swimming lessons in year 5, it was decided that all year 6 children would have top up swimming, as they did not reach the standard / or they were not efficient / confident using a variety of strokes.</p>
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Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	We have swimming teachers at the local pool and we use these to teach our children.
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Signed off by:

Head Teacher:	<i>Mrs Pauline Johnstone</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Mrs Caroline Carr</i>
Governor:	
Date:	9/7/24