



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
1) Scooters/ pedal bikes – increase exercise during breaks and lunchtimes. Additional Bike shelter to encourage children to bike or scoot to school.	Scooters are used at lunch and break time with children in year 1 & 2; supporting children to build their skills and be physically active. DSP children have access to scooters providing opportunities to develop physical fitness. Many children do ride or scoot to school.	This is a fun and effective way to get the children physically active; balancability for less confident / younger children helps to build independence and confidence. We need to factor in the ongoing maintenance of scooters and helmets to ensure pupils safety.
2) Enhanced resources to provide more opportunities for children to take part in physical activity - especially through improved provision at lunchtime linking with Happy lunchtime provision'	Children are using a wide range of equipment during lunch times; this offers a range of opportunities to participant in physical activity and also has positively impacted behaviour. Staff have been trained and seem confident in facilitating lunchtime activities.	We will continue the Happy Lunchtimes school this year, adding in new activities and monitoring how these are working; the circus skills was a particular success this year and it would be good to extend this further 23/24. Opportunities for competition (interhouse?) could be explored.

<p>3) Improved and extended opportunities for children to take part in physical activities and build physical literacy, especially vulnerable groups & to develop a stronger appreciation of health lifestyles</p>	<p>Equipment purchased in collaboration with the SENDCO and DSP lead means that our DSP children have daily access to quality equipment that effectively supports their specific needs.</p> <p>We ran SPARX programme and Big Moves, supporting children with lower physical fitness to access these specially tailored sessions. Children who completed SPARX show a better understanding of the role of a healthy lifestyle and those who completed Big Moves have improved gross/ fine motored skills.</p>	<p>Continue to monitor the use of equipment and its suitability for specific cohorts to ensure it remains fit for purpose.</p> <p>This programme has a positive impact for specific groups, it would be good to run again for children that would benefit across year 2 (Autumn), year 1 (Spring) and then EY (Summer).</p> <p>Big Moves is especially beneficial in terms of building physical literacy and independence, to access a broader range of activities. Consider if this is something that could be offered to the whole year group so no one is missed.</p>
<p>4) Provide children with opportunities to try different sports and activities</p>	<p>We provided after school clubs in Martial Arts, Gymnastics and Healthy eating; 65 boys and 45 girls took part in Martial Arts club, 32 boys and 22 girls took part in gym club and 60 girls and 34 boys took part in healthy eating club. Children said they had tasted new foods.</p> <p>We also provided taster days in circus skills and world dance. Over 170 children in year 1 and 2 took part in the circus skills and world dance days and we have linked this with Happy Lunchtimes to provide circus equipment for children at dinner and break time. These are regularly accessed by children, contributing to the 60 minutes physical activity per day per child.</p>	<p>Continue to make links with the local gym club and to research other links with local clubs (perhaps a UPS project?) that could offer afterschool sessions - this then provides links to out of school sporting offers. Consider how to increase the % of girls attending clubs with physical activities / % boys attending cooking clubs, ask boys what they might like to cook and consider how to get them engaged.</p> <p>Run a further circus skills day, to ensure staff confidence to facilitate this is maintained, new staff are trained and children get to work with specialists. Audit equipment to ensure this stays safe for use.</p>

5) Achieve healthy schools award with a focus on healthy eating	We achieved the gold award. This means we supported other schools and cascaded our good practice. We continue to meet all the standards of a gold school.	Ongoing monitoring of this to ensure standards are maintained and support offered to other schools.
5) To develop our PE curriculum to ensure that this is progressive and builds on prior skills and knowledge, enhancing curriculum provision with support from specialists, embedding teaching of dance.	<p>A dance specialist worked alongside staff in Autumn Term to support staff in planning our dance curriculum and to model delivery. Teacher confidence grew, but then the dance specialist secured a different post so this process was not fully embedded.</p> <p>We decided that purchasing a PE scheme to follow would be beneficial. Research was conducted across the year and a scheme chosen. We have trailed units in year 1 in summer term. The scheme and assessment have been mapped out for 2023/24 and will be fully implemented and evaluated in the coming academic year.</p>	Assess and evaluate the implementation of the scheme in 23/24; include opportunities for delivery by specialists, particularly in dance and gymnastics, in order that teachers can observe and adapt this for our cohorts. Include CPD for staff as appropriate.

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 (projected)
Increase opportunities for pupils to engage in 30 minutes physical activity and develop in-school competition.	All pupils in school, especially KS1.	<ul style="list-style-type: none"> Engagement of all pupils in regular physical activity Increased participation in competitive sport 	<p>More pupils meeting their daily physical activity goal and the added benefit of being able to compete, introduce lunchtime competitions</p> <p>Outdoor provision and range of equipment is enhanced.</p>	<p>£3000</p> <p>Total: £3000</p>
Develop and improve our PE curriculum through the use of the “Complete PE” scheme ensuring it is progressive and that staff are supported with pedagogy behind the dance units and embeds new key steps for gymnastics	<p>All staff, particularly new staff joining school this year in terms of CPD and quality of practice.</p> <p>Pupils in terms of improving quality of PE provision.</p>	<ul style="list-style-type: none"> Increased confidence, knowledge and skills of all staff in teaching PE and sport Broader experience of a range of sports and activities offered to all pupils 	<p>Pedagogy from the purchased scheme is explored and adapted to reflect the needs of our cohorts of children, ensuring that this is progressive and children have opportunities to build on prior knowledge and skills</p> <p>Staff have opportunities to see the scheme delivered by subject specialists and are confident in delivering a progressive PE curriculum, especially the new Gymnastics and dance units. The schemes are embedded and well-resourced to ensure lasting legacy.</p>	<p>£175 – Scheme subscription £4500 – Gym coach £2500 – dance coach</p> <p>Total: £7175</p>

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 offer a range of experiences and taster sessions to broaden children's sports capital & physical literacy – climbing wall, circus skills, world dance, balanceability, gymnastics club	All pupils	<ul style="list-style-type: none"> • Broader experience of a range of sports and activities offered to all pupils • Engagement of all pupils in regular physical activity • Increased confidence, knowledge and skills of all staff in teaching PE and sport 	<p>Children experience different activities which spark interest and support staff to identify individual talents.</p> <p>Activities that children like can be offered as part of lunchtime provision, or after school clubs.</p> <p>Staff can support children to link with local groups to build on talents / interests.</p> <p>Through balanceability, children will be able to cycle outside of school, to and from school learning a key life skill.</p>	<p>£3500 circus skills, world dance, climbing wall, other taster activities, plus supporting equipment</p> <p>£1000 Balanceability Autumn term</p> <p>Total: £4500</p>
Use PESSPA to support whole school agendas – physical literacy, healthy eating, healthy schools award, mental health and well-being and toothbrushing.	All Pupils and particularly those who need support around promoting healthy lifestyle	<ul style="list-style-type: none"> • Profile of PE and sport is raised across the school as a tool for whole-school improvement • Broader experience of a range of sports and activities offered to all pupils 	Pupils have access to curriculum enrichment opportunities and after-school clubs that promote health eating / healthy lifestyles and give children the knowledge and confidence to maintain these.	<p>£1185 SPARX (£395 a term) x3</p> <p>£1000 S-Fundamentals Summer term</p> <p>£15 cooking club ingredients</p> <p>Total: £2200</p>

Subscribe to “Inspire together” our local PE network	All Teaching staff and pupils	<ul style="list-style-type: none"> • Increased confidence, knowledge and skills of all staff in teaching PE and sport • Broader experience of a range of sports and activities offered to all pupils • Increased participation in competitive sport 	<p>Access to reduced rates for activities, staff training and development including training for the Subject Leader (new to school this year) and to local competition networks.</p> <p>Increased knowledge, skills and confidence in the teaching of PE for all staff.</p>	<p>£2000 subscription</p> <p>Total: £2000</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
Increase opportunities for pupils to engage in 30 minutes physical activity and develop in-school competition.	<p>Re-markings of high frequency use spaces (100 square and hopscotch), to support physical activity at lunch time).</p> <p>Competitions are still to be developed, as part of a drive to increase opportunities and encourage all children to participate in 30 minutes physical activity during lunch/ break and to increase staff confidence to facilitate this.</p>	<p>Actual Spend: £2871</p> <p>Ensure that the markings are continually used and promote positive outcomes, including developing in-school competitions.</p> <p>Further develop line-markings to support the delivery of PE and to provide different spaces in Basketball and Football, which can be used for inter-year competitions, based on consultation / observation this year.</p>
Develop and improve our PE curriculum through the use of the "Complete PE" scheme ensuring it is progressive and that staff are supported with pedagogy behind the dance units and embeds new key steps for gymnastics	<p>The scheme has been well received, improving the quality of teaching of games lessons in particular. Lessons observed have adhered to the scheme.</p> <p>A gym specialist worked alongside staff throughout the academic year to support staff in planning our gymnastics curriculum and to model delivery. Teacher confidence grew. Teachers are now starting to plan and deliver their own bespoke gymnastics lessons following the coach and the key steps model.</p>	<p>Actual Spend: £3150</p> <p>Ongoing monitoring to ensure adherence to scheme and that teachers plan and deliver in line with expectations we have set around the key steps model for gym, especially as staff move into new year groups. CPD to be put into place as appropriate.</p> <p>Next, we need to review dance units to ensure they suit the needs of the children and that staff have confidence to plan bespoke schemes that are tailored to our pupils needs.</p>

<p>To offer a range of experiences and taster sessions to broaden children's sports capital & physical literacy – climbing wall, circus skills, world dance, balancability</p>	<p>The whole school accessed taster days in circus skills, African dance and Yoga. African dance was really good and the children enjoyed it, but doing Yoga earlier in the week would perhaps have had a bigger impact. Circus skills was less well received this time, due to the area chosen to carry it out and as some children are now familiar with it as we have circus skills equipment in school.</p> <p>The whole school also had the opportunity to try out a climbing tower. Although expensive, not many children had been on one before, moving forward it would be beneficial to offer similar types of activities, that will extend the children's realm of experience.</p> <p>Balancability was accessed by over 170 children, meaning all children have used a balance bike, supporting less confident/ younger children to build independence in scooting / cycling. A Level3 teaching assistant has been trained in balancability creating a lasting legacy. In addition to planned activity, we purchased scooters and wobble bikes, for use at lunch and break time with children in year 1 & 2. DSP children have access to scooters providing opportunities to develop physical fitness. Many child now scoot / ride to school.</p>	<p>Actual Spend: £6357</p> <p>To review variety of sports offered in after-school/ in school enrichment activities to further extend the range of activities the children are able to experience within a 3-year cycle, to ensure that children continue to feel inspired; and consider ways that popular activities can be replicated inhouse.</p> <p>Balancability continues to be a fun and effective way to get the children physically active and to build confidence towards pedal bikes. We need to monitor in house delivery of this to ensure that it remains effective and to factor in the ongoing maintenance of scooters and helmets to ensure pupils safety. We may need to purchases more bikes and wobble bikes to ensure that this is sustainable.</p>
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Activity/Action	Impact	Comments
Use PESSPA to support whole school agendas – physical literacy, healthy eating, healthy schools award, mental health and well-being and toothbrushing.	<p>Children have taken part in a scheme called SPARX to support wellbeing and healthy eating. The children were engaged in the scheme and grew in confidence as a result.</p> <p>After-school clubs in gym, gardening and cooking further support well-being, physical literacy and our health eating agenda. 47 girls and 37 boys took part in healthy eating club. Children said they had tasted new foods. 21 boys and 34 girls took part in gym club.</p>	<p>Actual spend: £5252</p> <p>Ensure that SPARX is booked again, to give a different set of children the opportunity to take part within it.</p> <p>Consider range of in-house afterschool activity that continues to support our whole school health and well-being agenda.</p>
Subscribe to “Inspire together” our local PE network	<p>We have continued to benefit from being part of our local partnerships offer and the advice shared by the local network.</p> <p>This year we continued to subscribe to the Healthy Schools Network, which has further supported our whole school healthy eating and well-being agenda.</p>	<p>Actual spend: £330</p> <p>Subscription renewals due for September 2024.</p>

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?	% we do not have a year 6 cohort	<i>We do not have a Year 6 cohort and do not teach swimming at KS1, therefore CPD in this area has not been deemed appropriate for our staff.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	% we do not have a year 6 cohort	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	% we do not have a year 6 cohort	
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?	N/a	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	N/a	

Signed off by:

Head Teacher:	<i>Elizabeth Smith</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Graham Palmer</i> <i>Deputy Head</i>
Governor:	Emma Harrop, Chair of Governors
Date:	12.7.2024