



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
Small number of enrichment days planned in the summer term, Sports Premium funding was received at the end of the Spring term.	Children have had the opportunity to engage in some sporting activities which they may not have done previously or those which they might not have the opportunity to do outside of school.	Planned to continue this in 2023/24 academic year and make closer links with where this can link to other areas of the Curriculum e.g. History, Geography and RE.
Purchased resources to support the Year 1 and Year2 PE Curriculum.	Staff able to teach lessons more confidently with the correct resources to allow for appropriate lesson delivery.	As Sports Premium Funding will roll over to 2023/24 the plan will be to use the long-term plan to identify equipment and resources that are required to be able to deliver the curriculum all the way up to Year 6. There will be a particular focus on resources to support Physical Development in EYFS as this has been identified as an area of need (gross and fine motor skills).

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
Promote quality physical activity opportunities for children daily and ensure that lunchtimes provision enables children to be active, strengthen relationships with peers and promote enjoyment / wellbeing.	Pupils and staff	-Utilise lunch times effectively as a productive time to promote extended opportunities for physical activity and encouraging those fewer active learners to participate more fully. -Lunchtime equipment to be purchased to increase physical activity and encourage sporting activity at lunchtime.	Resources are now available for the children to access at lunch time e.g. hoops, balls, bats, scooters, skipping ropes, table tennis tables.	£7568.74
Increase opportunities for physical activity and building physical strength in EYFS outdoor area.	Pupils and staff	-EYFS area resources to be purchased to support increased physical activity and building physical strength (bikes and scooters).	-90% of pupils in EYFS achieved the GLD in 2023/24. -97% of pupils achieved the PD ELG in 2023/24.	£4327.03 (EYFS PD resources) £3191.63 (Year 1 outdoor area)
Raising the profile of sport for all children across the school.	Pupils and staff	-Sporting activities are available every day. -Sport is encouraged for all children in PE lessons with an emphasis on being competitive at intra and inter school level.	Sports activities are available for all classes during lunchtimes twice per week, throughout the day in EYFS and daily either as a club or PE lesson in Year 1,2. All children have taken part in a lunch / afterschool club twice per week.	£3675 (Clubs at lunchtimes)
Increase opportunities for physical activity and building physical strength in Forest School sessions.	Pupils and staff	-Enrichment continues therefore classes receive regular forest school lessons (1 x whole half term per academic year). - Physical activity increased and new	-Children have greater time outdoors and have a better understanding of how to stay safe outdoors. - Children develop a range of	£843.14

<p>To measure impact of PE/ physical activity provisions through assessment. Opportunity to also highlight any pupils who are a cause for concern.</p>	<p>Pupils, staff and subject leader.</p>	<p>skills developed to raise activity levels and self-esteem.</p> <p>PE leader to review the use and impact of the Power of PE scheme including assessment.</p> <p>Throughout the academic year the activities delivered are designed to allow children to develop their performance in all of the relevant P.E Outcomes specified in the assessment.</p> <p>Every lesson plan includes information about which P.E Outcomes to focus on.</p> <p>More and less able children identified by staff and appropriate provision put in place.</p>	<p>key life-skills.</p> <p>-Parent voice indicates that parents feel that forest school is important for their children. Parents were invited to a parent forest school session and the uptake was very positive with almost all children having an adult attend.</p> <p>PE scheme has been implemented now in Year 1 and 2 and staff have had support with the delivery of the new scheme.</p> <p>PE leader has had curriculum conversations with staff who have indicated improved confidence in the delivery of the scheme, the successes and the next steps. Children are receiving higher quality PE lessons. Assessment notebook identifies those children work above or below the expected standard for each unit.</p>	<p>£1500 (cover costs)</p>
<p>All school staff to feel confident in their knowledge and teaching of PE, across all areas of the curriculum. Any areas for development for individual staff members or whole</p>	<p>Staff</p>	<p>PE lead to review the use and impact of the Power of PE scheme including assessment.</p> <p>PE Lead from AVPA to work alongside other trust PE leads to share good practice.</p>	<p>Staff audit indicates staff confidence in the Power of PE scheme and its coverage.</p> <p>Higher quality PE lessons and a broader range of PE activities with clear</p>	<p>£877 Imoves subscription & Association for PE subscription</p>

<p>school to be addressed through targeted CPD. PE leader to be kept informed of any local/national developments in PE and school sports.</p> <p>Children to have opportunities to try and succeed in a variety of different sports, through PE, school sport, and physical activity.</p>	<p>Pupils</p>	<p>PE learning walks throughout the year and coaching offered to help staff internally.</p> <p>-A wide range of sporting activities to be offered as extra-curricular clubs. These will be run by teachers and external providers.</p> <p>-The long-term plan (LTP) for PE will cover all the key areas for the NC but will also offer a wide range of different sports.</p> <p>-Organise experience days for children to engage in different sports e.g., Dodgeball tournament.</p> <p>-Organise trips for pupils to engage in different sports e.g., through Fierte Festival.</p> <p>-Sufficient equipment to offer a wide range of sporting opportunities to all pupils.</p> <p>-Enrichment days (Dance, Scootability, etc.).</p>	<p>progression across all year groups in place.</p> <p>PE assessment statements produced in line with Trust expectations.</p> <p>Children have been provided with a wide range of opportunities to provide a broader experience for all children throughout the year.</p> <p>Enrichment opportunities in 2023/24 have included:</p> <ul style="list-style-type: none"> -Tri Golf -Dodgeball tournament -Football -Dance workshops -Laser Tag -Archery -Scootability level 1 & 2 -Skipping Workshops 	<p>£2688.00 (Enrichment days)</p> <p>£5433.78 (Curriculum Resources)</p>
---	---------------	--	---	--

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
Purchasing of equipment to engage pupils in physical activity at lunchtime.	Children are now using a wide range of equipment at lunchtime including skipping ropes, scooters, archery sets, skittles, etc. The result of this has been a significant reduction in behavioural issues as the children are all engaged within an activity.	Focus for the academic year 2024/25 on adults encouraging the children to engage with the lunchtime resources by playing alongside them. Look into Year 3 children become play leaders for the younger children.
Purchasing of resources to support the delivery of the Curriculum.	As we are a new school that has to resource each year group year on year, there was significant expenditure on the equipment to enable the full curriculum up to year 6 to be taught.	Audit of resources to take place to ensure that resources for year groups that currently do not have classes are not lost or damaged.
Running of lunchtime clubs and enrichment days to allow for pupils to engage in sports that they might not necessarily have had access to.	There has been very positive feedback about lunchtime clubs which have included table tennis and athletics. The children have also thoroughly enjoyed engaging with different dance workshops, Scootability level 1 and 2 and skipping workshops. As we have bought the equipment that accompanied the enrichment days, children are also using this at lunch time to increase physical activity e.g. scooters and skipping ropes. The enrichment days have also supported areas of the wider curriculum e.g. African dancing workshop to support the topic of Kenya.	We intend to continue to use our Sports Premium to be able to continue offering enrichment days and lunchtime clubs for the children as we are aware that not all pupils will have access to these opportunities outside of school.

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?	%	<i>No Year 6 Cohort at Present</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	%	<i>No Year 6 Cohort at Present</i>
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	%	<i>No Year 6 Cohort at Present</i>
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	<i>No Year 6 Cohort at Present</i>
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	<i>No Year 6 Cohort at Present</i>

Signed off by:

Head Teacher:	Natalie Horlor
Subject Leader or the individual responsible for the Primary PE and sport premium:	Natalie Horlor
Governor:	Julia Jones (Chair of Governors)
Date:	12.07.24