



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. Funds carried forward from 22/23-£7,025.**

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
<p>Participation in GAT membership PE days and use of GAT support to develop subject knowledge of academy staff and PE lead.</p> <p>Physical activity levels within school have increased with introduction of new play leaders and midday supervisors are very keen to get this up and running again to ensure maximum opportunities for children are raised.</p> <p>Children can experience a wider range of sports with some unique opportunities targeting low engagement as well.</p>	<p>Staff who have had training across the academy feel more confident to deliver high quality PE lessons and how to link cross curricular themes.</p> <p>Physical, social and emotional gaps in learning within physical education have been highlighted and CPD organized to support learning and teachers with this.</p>	<p>Continue this in 2023/4 and consider wider opportunities for children locally as many children do not have access to sporting organizations to extend the learning within the curriculum. Next year, we will look to focus on and explore intra school opportunities run by staff and link to a physical activity reward system.</p> <p>To continue to build upon this focus to underpin an active foundation across the school not only to enhance physical activity levels across the board but to help with children's emotional regulation which is having an impact on learning for some children.</p>

Key priorities and Planning

This planning template will allow schools to accurately plan their spending. **Total funding - £19,810. Carry over from 22/23-£7,025. Total-£26,835**

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>CPD for Sport Lead</p> <ul style="list-style-type: none"> • Purchase membership of GAT PE and Sports Programme. • Allison Consultancy to plan and deliver Professional Learning Sessions and provide resources for PESSPA • Sport Lead to attend 3 central GAT PE Co-ordinator Network Development Days • Sport Lead to disseminate learning through staff meetings 	PESSPA Lead	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p>	<p>Impact/outcomes for pupils & staff:</p> <ul style="list-style-type: none"> • <i>Improve the progress and achievement of all children by increasing staff knowledge, skills, understanding and confidence to deliver outstanding PE, School Sport and Physical Activity</i> • <i>Increasing sustainability and capacity by training up ECT teacher with passion for sport</i> <p>Evidence:</p> <ul style="list-style-type: none"> • <i>New Sport lead attended one GAT networking sessions</i> • <i>Sport Lead delivered PE update CPD session in staff meeting</i> • <i>Karen Breen booked for Summer term – focus selected based on staff voice. Staff voice and learning walks to be conducted after session.</i> <p>Next steps:</p> <ul style="list-style-type: none"> • <i>New Sport Lead to work with other GAT sport leads to develop and better understand sport premium document process in order to increase sustainability for future</i> 	<i>£1700 for membership</i>

<p>Staff CPD programme for all staff</p> <ul style="list-style-type: none"> • Additional staff CPD purchased from Stuart Allison consultancy – Karen Breen to deliver programme of CPD in summer term • Mike Mullen to deliver Growth Mindset Sport CPD to staff (summer term) • Collect staff voice • Sport Lead to monitor impact of CPD: learning walks, staff voice 	Teachers	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p>	<ul style="list-style-type: none"> • <i>All staff attended Karen Breen CPD in summer term. Teachers able to apply new knowledge into PE lessons</i> • <i>Staff voice to be completed in summer term to inform plans for next academic year</i> <p>Evidence Staff voice Pupil Voice</p> <p>Next steps</p> <ul style="list-style-type: none"> • <i>Conduct staff voice termly next academic year to ensure CPD aligns with needs of staff</i> 	<p>£4000</p> <p>Costed below</p>
<p>Begin to create and launch academy PESSPA Policy and create PESSPA whole school display</p>	Teachers Support staff Pupils	<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>	<ul style="list-style-type: none"> • <i>All staff have a clear understanding of PESSPA policy and can ensure their lessons adhere to this</i> • <i>Develops knowledge/confidence of ECT teachers</i> • <i>PESSPA policy to be published on website for parents</i> <p>Evidence Staff voice Pupil Voice</p> <p>Next steps <i>Ongoing process to raise the status of PESSPA within the school.</i></p>	No charge
<p>Raise the profile of PE and Sport through use of Twitter channel and website</p>	Parents Children	<p>Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement</p>	<p>Evidence Twitter (X) posts posted by SLT. PE lead posts across professional social media.</p> <p>Next steps <i>To review engagement from all.</i></p>	No charge

<p>Develop a Healthy Active Engagement Programme to encourage more children to engage more regularly in additional physical activity opportunities.</p> <p>To continue to use external coaches (YDP) and providers to provide additional physical activity opportunities through delivering sessions:</p> <ul style="list-style-type: none"> • Provide additional physical activity opportunities outside of curriculum time (after school club) • Lunch time clubs to provide and encourage pupils to participate in a range of different sports. • Dance club (Chloe's School of Dancing) • YDP Football Club • Cricket Club • Quidditch event day 	<p>Coaches leading the lunchtime and after school clubs</p> <p>Pupils who attend and take part</p>	<p>Key indicator 2: The engagement of <u>all</u> 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.</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>	<ul style="list-style-type: none"> • <i>Some children are having multiple opportunities throughout the day (in addition to compulsory PE lessons) to be active.</i> • <i>Increased awareness of the wide range of different types of healthy activity available.</i> • <i>Increased opportunities for healthy activity available.</i> • <i>Increased engagement in exercise.</i> • <i>Improvement in sense of health and well-being.</i> • <i>Increased participation by children who normally don't engage with physical activity opportunities.</i> <p>Evidence</p> <ul style="list-style-type: none"> • 72 pupils participated in after-school sport clubs during the academic year. <p>Next steps</p> <ul style="list-style-type: none"> • <i>Conduct pupil voice to inform plan for after-school clubs next academic year.</i> 	<p>£6,660</p> <p>£1350</p> <p>£1390</p>
<p>Participate in GAT (and other local) Competitions</p> <ul style="list-style-type: none"> • Engage in GAT competitions • Engage in local YDP competitions • Give all children more opportunities over the school year to experience competitive opportunities • Competitions must involve ALL children 	<p>All pupils across the school</p> <p>Teachers who are facilitating trips and events.</p>	<p>Key indicator 5: Increased participation in competitive sport.</p>	<ul style="list-style-type: none"> • <i>GAT Athletics competition – summer 2. Children competing against 18 academies in a range of athletic sports.</i> • <i>SEND multi-skill events attended for KS2 pupils with SEND.</i> • <i>Termly Youth Dreams Project events attended for a range of year groups – opportunity to develop confidence and knowledge of strategy and tactics.</i> 	<p>£62 for transport contributions</p>

			<p>Evidence Staff voice Pupil Voice</p> <p>Next steps This has been successful across the school. This will be continued next academic year. This contributes to the holistic, behavioural development through the vehicle of sport.</p>	
<p>Extend the range of sporting activities across the school to engage children and broaden experiences</p> <ul style="list-style-type: none"> • Deliver BMX workshop day (run by Mike Mullen) Y5 classes to participate in skills/growth mindset workshop. Whole school assembly to inspire and motivate. • Terry Price – scooter champion – workshop. Offer Y3/4 pupils opportunity to participate in scooter skills workshop. Whole school assembly to inspire and motivate: You can do this! • Deliver boxercise and mentoring sessions to identified group of pupils • Purchase OPAL Play resources and CPD to launch whole school 	<p>All pupils</p> <p>Teachers and TAs</p> <p>Midday supervisors</p> <p>Leadership team</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p>	<ul style="list-style-type: none"> • <i>BMX workshop booked for April – 90 pupils to develop cycling skills, confidence and BMX skills.</i> • <i>Scooter workshop booked for June – 90 pupils to develop scooter skills and confidence. Pupil voice to be conducted before and after event.</i> • <i>Positively impacts on behaviour and attendance, motivation and attitude. Targeted pupils to work in small groups with coaches.</i> <p>Evidence Staff voice Pupil Voice</p> <p>Next steps</p> <ul style="list-style-type: none"> • <i>Develop OPAL Play provision and embed.</i> • <i>Monitor OPAL Play provision through staff and student voice and informal observations</i> 	<p><i>£740 BMX full day workshop</i></p> <p><i>£575 Scooter full day workshop</i></p> <p>Note: Did not use Opal this year. Will consider next year.</p>

<p>Purchase additional equipment and resources to support additional physical activity.</p> <ul style="list-style-type: none"> • Continue to purchase and re-stock the playground equipment to support engagement for children at lunchtimes, so more children can be using equipment at the same time. • Purchase a range of new, inspiring equipment in order to broaden sporting opportunities and further develop and encourage physical activity (including BMX bikes) • Purchase equipment to support OPAL play provision. 	<p>All pupils Teachers</p>	<p>Key indicator 2: The engagement of <u>all</u> 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.</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>	<ul style="list-style-type: none"> • <i>Audit to be undertaken of sports shed.</i> • <i>List of equipment required to deliver PE long term plan successfully.</i> <p>Evidence Staff voice Pupil Voice</p> <p>Next steps</p> <ul style="list-style-type: none"> • <i>Complete PE equipment audit to identify what resources are needed for next academic year and support with planning of PE programme of study</i> 	<p><i>£5569.92 restocking and purchasing new equipment.</i></p> <p><i>£3450 to purchase 10 BMX bikes. £240 for helmets</i></p>
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£25,736.92 total spent.

Funding	26,835
Current Year	19,810
Prior Year b/fwd	7,025

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>Continue to participate in GAT membership PE days and use of GAT support to develop subject knowledge of academy staff and PE lead.</p> <p>To explore local extracurricular clubs and mentoring resources to aid children's all-round physical and social development.</p> <p>To continue boxercise mentoring sessions to engage with harder to reach pupils.</p>	<p>Staff who have had training across the academy 23/24 feel more confident to deliver high quality PE lessons and through the staff voice have identified further areas within the curriculum needed for support.</p> <p>Training to be delivered to boost teacher confidence in equipment use and progression. Due to staff turnover refreshed training will also be needed to continue the mission of high quality PESSPA to aid whole school improvement.</p>	<p>To engage with Karen Breen (Love PE) for additional teacher CPD and PESSPA support-due to Allison Consultancy retirement.</p> <p>To invest in Staff CPD as this is an area that was not explored previously due to PE specialist taking all lessons.</p> <p>Large apparatus to support gymnastics development will be purchased to enhance experiences in lessons.</p> <p>Explore intra school opportunities run by staff and link to a physical activity reward system.</p>
<p>Explore Bikability to train children to ride safely and proficiency.</p>	<p>New bikes purchased to extend healthy active lives to and from schools.</p> <p>Programme of bike ability proficiency to ensure children travel safely. BMX offroad event to ensure children have non-traditional supporting experiences.</p>	<p>This will be explored in 24/25 academic year.</p>

<p>To enhance physical activity levels within school. Training to introduce new play leaders and midday supervisors are very keen to get this up and running again to ensure maximum opportunities for children are raised.</p> <p>To enhance intra school and inter school participation in fixtures. Children can experience a wider range of sports with some unique opportunities targeting low engagement as well within the trust and the local area.</p> <p>Focus on raising whole school swimming attainment due to 22/23 results.</p>	<p>Set up a dojo PESSPA rewards system to motivate children to be more active in school.</p> <p>This will enhance behavioural expectations within lower and upper KS2.</p> <p>Explore alternative options for swimming provision and possible competitions i.e., triathlon to link swimming with other sports.</p> <p><i>This is a focal area for further support for 24/25 academic year to ensure children have this essential life skill of swimming competency.</i></p>	<p>This will be launched in 24/25 academic year due to new PESSPA lead in place.</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>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	22%	<i>This cohort of pupils have been significantly affected by Covid 19 due to national pool closures. No swimming took place in lower KS2. As a result, this has affected overall swimming statistics. This is a focal area for further support for 24/25 academic year to ensure children have this essential life skill of swimming competency.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	35%	<i>Please see above.</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>22%</p>	<p><i>Please see above.</i></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>Yes/No</p>	<p><i>Due to a change in PE lead, these statistics were not available for the school to analyse. Therefore, steps to remedy gaps in swimming attainment will be focused upon in the next PE Premium planning.</i></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>Yes/No</p>	<p><i>A quality assurance check will take place via observations to ensure quality of teaching next academic year.</i></p>

Signed off by:

Executive Principal:	<i>Vicki Redhead</i>
Total amount of funding:	<i>£26,835 (£19,810 + underspend of £7,025).</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>J. Spires</i>
Governor:	
Date:	<i>July 2024</i>