



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
Dan The Skipping Man workshop was delivered with KS1 and KS2 sets of ropes purchased.	Many children learnt to skip for the first time and can regularly be seen skipping at break times. Teachers are also able to ensure children have at least 15 minutes of physical activity/exercise during the day when the weather is bad and daily mile can't happen as usual.	More skipping ropes with proper handles for use at playtime would encourage more children to practice skipping.
After school clubs with SUFC Community trust	Children were given the opportunity to attend a variety of after school clubs with a sports focus. The groups were full each day, but only 15 places at a time could be given by SUFC.	A greater % of children could enjoy the after school clubs with more funding for additional coaches.

<p>A mobile climbing wall was brought into school and gave children the opportunity to try climbing as part of our PE and sport enrichment offer.</p>	<p>Some children had never climbed before and the workshop engaged all children. All children participated with many overcoming fears and learning to challenge themselves.</p>	<p>This was a positive opportunity that got children excited and provided a great platform for children to support each other. Possibly look to rebook for the future.</p>
<p>Lunch time clubs continue to be implemented through SJD Sports Coaching.</p>	<p>All children are given the opportunity to join in structured games delivered by qualified sports coaches at lunch time. Over half of KS2 access the provision and approximately ¾ of KS1 access their provision. Children are physically engaged in games that provide opportunities for teamwork, individual challenge and developing good sportsmanship and leadership.</p>	<p>This provision will continue next year.</p>
<p>Dance workshop delivered by West End in Schools</p>	<p>Workshop provided staff with CPD to understand how to sequence steps to create a complete dance routine. Children in all year groups were able to complete a dance with a Diwali theme. Staff were able to observe and used ideas of sequencing steps in their own delivery of dance lessons during PE lessons.</p>	<p>Further workshops booked for next 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
Continue lunchtime sport sessions/activities for pupils.	Lunchtime supervisors and SJD coaches pupils – as they will take part.	Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.	£11000 costs for coaches to deliver lunchtime sessions.

<p>Dance CPD for teachers – West End in Schools.</p>	<p>Teachers will learn how to sequence dance routines from initial steps.</p> <p>Children will benefit as teachers become more skilled in delivering highly effective dance lessons in PE.</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p>	<p>Primary teachers more confident to deliver effective PE which will encourage pupils to undertake extra activities inside and outside of school.</p>	<p>£549 for 7 teachers to undertake CPD.</p>
<p>Deliver a sports enrichment day with Paul Sturgess – Wow Basketball</p>	<p>Teachers will observe good practice</p> <p>Children will participate in exciting, engaging basketball lessons.</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</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>Teachers will see how to make lessons more engaging and fast-paced with a focus on learning new skills. Children will benefit from practicing new skills with a former NBA player – some experiencing basketball for the first time. Children will be motivated to seek out opportunities to join local basketball teams. Teachers will feel more skilled and be able to deliver an after-school basketball session with opportunities for intra-</p>	<p>£550</p>

<p>Provide a wider range new equipment for break times that will bring new challenges and experiences.</p>	<p>Children – using equipment playground leaders leading activities and ensuring equipment is used/stored correctly teaching staff, SMSAs, SJD coaches – will supervise activity.</p>	<p>Key indicator 2: The engagement of all pupils in regular physical activity</p>	<p>school basketball competitions in the near future.</p> <p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities</p>	<p>£3931</p>
<p>Provide new secure storage units for new break time equipment.</p>	<p>Children – using equipment, playground leaders – they will lead games and activities and ensure equipment used and stored appropriately, sports coaches, SMSAs, teaching staff on break duty – supervising children during activity.</p>	<p>Key indicator 2: The engagement of all pupils in regular physical activity</p>	<p>New equipment has been provided for children to access during break times. The new storage units allow for children to be able to select equipment to use which will help keep them physically active during break times.</p>	<p>£1110</p>

<p>Provide balance bikes for foundation stage children.</p>	<p>Children, FS2 staff</p>	<p>Key indicator 2: The engagement of all pupils in regular physical activity</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Secure storage ensures equipment doesn't become broken, lost or damaged by being left exposed to the weather.</p> <p>The bikes will help children to develop good balance, coordination and gross motor skills in preparation for more rigorous challenges during PE lessons. They will also help children on their journey of learning to ride a bike where the skill can be continued at home.</p>	<p>£720</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
Employ sports coaches to deliver lunch time sports clubs for KS1 and KS2.	Lunchtime activity increased with more than half of all children accessing lunchtime sport provision from SJD sports coaches.	Children engage well in the sessions delivered and are active for the majority of their time outdoors.
Enrich the PE, sport and physical activity curriculum – invited former NBA player Paul Sturgess to deliver sessions in school.	Children were excited, motivated and learnt new basketball skills. Those children that had not experienced basketball yet were enthused by the enrichment day and look to play basketball during break times. Several children are members of a local basketball team. Staff gained valuable tips for behaviour management as well as ideas for organization in sessions. AS a result, an after-school basketball club will be established in the next academic year.	Parents gave lots of positive feedback after their children went home and shared their exciting experience. The sports lead was congratulated by a parent for 'bringing some fun back to sport' for their family.
New, wider range of resources provided for more active break times.	This will benefit the children from next academic year. The SLT have a strategic plan to engage more children in physical activity using the new resources.	
Dance workshops delivered in school.	Workshops provided quality CPD for teachers as well as exciting dance	Continue to arrange dance workshops.

	<p>opportunities for the children. Teachers are much more confident in understanding how to sequence and choreograph a complete dance from initial dance steps/skills taught. The dances produced during PE reflect the increased confidence staff have in leading dance as part of the National Curriculum objectives.</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?	86%	<i>Many of our children access local swimming lessons. However, we had 23% who had either stopped lessons or had never had structured lessons from a professional swimming instructor.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	93%	<i>All children showed they can use a range of strokes. Two children struggled to maintain the stroke consistently over a distance of more than 10 metres, but made good progress from starting points.</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>87%</p>	<p><i>13% of children were absent for the water safety lesson and had no opportunity to achieve this at a different time.</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>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>Our school accesses the local leisure centre pool with professional instructors delivering the learning.</p>

Signed off by:

Head Teacher:	<i>(Name)</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Will Davies – Year 6 teacher and PE/sport lead</i>
Governor:	<i>(Name and Role)</i>
Date:	15.07.2024