



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
<p>To provide opportunities to encourage a wider number of pupils to engage in more regular physical activity.</p> <p>Pupils need to know (and complete) at least 1 hour (minimum) of physical activity throughout their day – home and school, through a variety of ways; separate to the PE lesson.</p> <p>To raise the profile of sport to encourage greater participation and to raise general confidence levels and boost self-esteem.</p> <p>Rising the profile of PE and physical activity within the school.</p> <p>To improve Co-ordinator's knowledge of the PE curriculum and planning and assessment.</p> <p>Further, develop the Academy's activities to ensure that all children can develop teamwork, resilience, challenge and leadership skills.</p>	<ul style="list-style-type: none"> Children had more active play across break and lunchtimes to increase their levels of fitness and more regular daily activity. There was a greater number of after school activities, as well as ensuring there was broader range of different clubs catering for different interests. Support staff ran different clubs and engaged the children with new and exciting sports such as basketball. Pupils were more active during these periods to support increased fitness and enjoyment. Raised the profile of sport but also to encourage more pupils to do something different. Importantly, so offered those who already do a lot of sport, opportunities to think about different ideas and also to further enhance already well-honed skills. Offered even more opportunities for regular exercise; to support wellbeing; to support academic achievement. 	<p>For 2023/24 we aim to:</p> <ul style="list-style-type: none"> Increase the profile of the sports leadership programme within the school. External visitors/athletes and experience days will be a continued focus next year, with a view to including more active sessions in curriculum lessons through enrichment-based schemes We will continue the on-going partnership with Wolds School Sports Partnership. There will be a continuation of monitoring, plus, specific training for non-pe specialists and new teachers to enhance their knowledge. There will be whole school training to improve wider aspects such as pace, assessment and monitoring of pupils' skills and knowledge.

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>Undertake specialist CPD to ensure that the curriculum continues to provide quality PE and that knowledge and skills are taught progressively.</p> <p>To introduce sports leader sports sessions at break and lunchtime for pupils.</p> <p>Pupils need to know (and complete) at least 1 hour (minimum) of physical activity throughout their day – home and school, through a variety of ways; separate to the PE lesson.</p>	<p>P.E Lead to continue the implementation of the PE curriculum and continue to provide mentoring and support as required.</p> <p>Fit-for-purpose resources available to support teaching and learning in PE lessons (observations and discussions confirm appropriate resources to be rolled out across the school).</p> <p>Lunchtime / teaching staff - as they need to oversee the activity.</p> <p>Sports leaders (pupils)- as they will lead the activity.</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>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.</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>	<p>Primary staff more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school.</p> <p>This improvement for staff will allow the teaching of effective PE to continue and provide consistency and sustainability.</p> <p>Sports leaders will have training through the sports partnership. Year 5 pupils each year will have access to this scheme and then sports leaders will be chosen to lead the activities at break and lunchtime. Pupils will have access to sports equipment and organised games activities, led by the sports leaders.</p> <p>Pupils taking part in external sports activities such as rounders tournaments, cross country and tri golf, through the Wolds, School Sports Partnership.</p>	<p>£5278.25 for staff members to undertake CPD.</p> <p>£1,895 to be a member of the Wolds School Sports Partnership</p>

<p>Further, develop the Academy's activities to ensure that all children can develop teamwork, resilience, challenge and leadership skills.</p> <p>To consider further ways to improve the health and general fitness of the pupils.</p>	<p>Primary generalist teachers with a focus on physical and mental health.</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p>	<p>Working with the NHS programme My Happy Minds which focusses on pupil's mental health by supporting the pupils when they face challenges. Whilst this is critical, we believe that it's also important to support the pupils in building their resilience and self-esteem proactively.</p>	<p>£1999 for the Happy Minds programme and staff training.</p>
<p>To provide opportunities to encourage a wider number of pupils to engage in more regular physical activity by giving children more equipment to enhance sport and OPAL throughout school.</p>	<p>Purchased a variety of equipment to improve and modernise including new goals, cones, balls (tennis balls, footballs, netballs), Bikes for balance, helmets.</p>	<p>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.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Allowing children extra opportunities to participate within sports activities within school therefore increasing activity levels during break and lunch times as well as increasing engagement levels within PE school lessons and increasing participation within after school sports clubs.</p>	<p>£4018.69 for equipment</p>
<p>To raise the profile of sport to encourage greater participation and to raise general confidence levels and boost self-esteem.</p>	<p>External providers contacted and brought into school to raise enjoyment levels of physical activity and to celebrate in school achievements through physical activity. Including skipping, skateboard and scootering, Hindu Dancing and Quidditch.</p>	<p>Key indicator 3: raising the profile of PE and sport across the school, to support whole school improvement.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>All children from Foundation stages to Year 6 engaged in physical activity allowing for further enjoyment and a raised profile of school sport through new engaging activities that are not usually seen on the curriculum, including skipping, skateboard and scootering, and Quidditch.</p>	<p>£2060 for external providers.</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
<p>Undertake specialist CPD to ensure that the curriculum continues to provide quality PE and that knowledge and skills are taught progressively.</p> <p>To introduce sports leader sports sessions at break and lunchtime for pupils.</p> <p>Pupils need to know (and complete) at least 1 hour (minimum) of physical activity throughout their day – home and school, through a variety of ways; separate to the PE lesson.</p> <p>Further, develop the Academy’s activities to ensure that all children can develop teamwork, resilience, challenge and leadership skills.</p> <p>To consider further ways to improve the health and general fitness of the pupils.</p>	<p>The on-going partnership with Premier Education has proven very successful this year. The subject leader has had meetings to discuss a plan for Physical Education going forward as now members of staff will be teaching the curriculum. Staff have been shadowing, modelling and teaching over a period of time to increase their knowledge and confidence of the curriculum.</p> <p>This is ongoing as we had focused on OPAL play leaders and had recently introduced sports leaders for certain sports such as football and basketball. They will all have a role during these times and will help to facilitate play and activity during these sessions. They will all receive a sports leader’s badge which allowed for them to have a sense of pride in what they are doing. We hope this will continue into year 6 and beyond.</p> <p>My Happy Minds programme has provided pupils with emotional and mental health support through the NHS initiative. It is equally crucial, in our opinion, to actively assist the students in developing resilience and self-esteem to achieve in their academic and physical development. Pupils really enjoyed these sessions and were very worthwhile.</p>	<p>Support from the PE coordinator and internal staff will continue.</p> <p>Any specialist CPD will be identified and addressed where necessary.</p> <p>Continue to take part in the sports leader training offered by the sports partnership.</p> <p>Continue to appointment OPAL and sports leaders in year 5 to lead playground activities at break and lunchtimes.</p> <p>Mental Health Lead will continue to support staff and deliver My Happy Minds programme across the school.</p>

<p>To provide opportunities to encourage a wider number of pupils to engage in more regular physical activity by giving children more equipment to enhance sport and OPAL throughout school.</p> <p>To raise the profile of sport to encourage greater participation and to raise general confidence levels and boost self-esteem.</p>	<p>More equipment was purchased to enhance play and activities during break and lunchtime. This new equipment was also used to promote after school clubs.</p> <p>Pupils engaged very well with the different activities (Skipping, Skateboarding, Hindu Dancing and Quidditch) provided by external providers. They were really motivated and they learned new skills within these activities and were encouraged to try them outside of school. Pupils really enjoyed these sessions and were very worthwhile.</p>	<p>Equipment can be re-used this forthcoming year and replacements to be made where necessary.</p> <p>Continue to collaborate with external organisations to provide students with enrichment activities.</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?	50%	Many of the current Year 6 cohort were years behind their peers when they started school swimming classes in Year 4. This has been challenging as a large majority of the pupils had never been swimming before their core lessons in year 4 and therefore to try and gain this new skill in a relatively short period of time has proven challenging. Despite the fact that some children are unable to swim confidently for more than 25 metres, the majority of children have made considerable progress in their swimming. Throughout the year, the swimming facility experienced challenges with water temperature and staffing.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	50%	As previously stated, many children were years below their predicted swimming abilities when they first started swimming at school. Local swimming instructors taught children a variety of strokes, allowing them to improve their skills. The children who could successfully swim at least 25m were able to do so utilising a variety of taught strokes.
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	100%	Throughout the duration of the swimming classes, instructions on how to perform safe self-rescue were provided. As the safety of children in water is of the utmost concern, the instructors made certain that all of the children were able to perform self-rescue procedures.
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?	No	However, we will be doing top up in 2024 – 2025, as we now have a Leisure Centre recently built in the local town.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	The sessions are taught by the swimming teachers at the hired pool.

Signed off by:

Head Teacher:	Susan Cook
Subject Leader or the individual responsible for the Primary PE and sport premium:	Emma Robinson – PE Co-Ordinator
Governor:	Chloe Drew – Governor
Date:	30 th July 2024