The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

Commissioned by

Department for Education

Created by

association for Physical Education

YOUTH SPORT TRUST

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
To continue to embed physical activity into the school day and ensure that pupils have the knowledge and understanding of the importance of an active healthy lifestyle and how to achieve it. Developing children's fine motor skills to aid writing. Using PA to promote literacy Continue to ensure that children receive 2hrs of high quality PE a week, delivered by their class teachers.	Children's fitness levels improved over the year and children (through pupil voice) are aware of the importance of a healthy active lifestyle. Our uptake to school sport and activity clubs increased as well as participation levels in our lunchtime challenges. Active travel to and from school remains at a good level. MSAs continue to provide an active lunchtime for our children. Nursery children's physical development improved over the year. No impact on motor skills as wall has not been installed. This will be reported on this academic year. Children's enjoyment in world book day was evident through pupil voice. All pupils continue to have 2hrs of PE a week and through pupil voice, they enjoy their PE lessons. The percentage of children achieving ARE was good.	The traverse wall - not yet installed. Pupil's use of this will need to be tracked. Jump start Jonny great feedback from staff and pupils using as active breaks and club – need to re-subscribe. Children enjoy alternative clubs to attend. Lunchtime clubs were better attended than afterschool. SL to look into how we can add more lunchtime PA or SP clubs. Active phonics – with new phonics scheme implemented, how can we use the active phonics equipment within this scheme? Sporting hero – continues to celebrate children's achievements both within and outside of school. Handwriting of children baseline data to collect in September. The dance agency has been booked for WBD 2024 Continue to monitor the teaching and learning of PE. Continue the training of ECTs Look at how we can increase ARE in Year 2 and 3.

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
Purchase a traverse wall for the container.	Pupils – as they will take part and improve the fine motor skills as well as finger strength. Lunchtime supervisors - as they need to lead/oversee the activity.	Key Indicator 2 Increasing engagement of all pupils in regular physical activity and sport Key Indicator 4 Offer a broader and more equal experience of a range of sports and physical activities to all pupils	Future improvement in our children's fine motor skills, balance, spatial awareness, hand-eye-foot coordination. Guaranteed for at least 5 years – site agent will upkeep and maintain	£4,300 from previous action plan 2022-23 £4,305

Continue to maintain an active school. Track activity levels before, during and after school and encourage children to walk, scoot or ride to school. Purchase Jump Start Jonny to continue the successful club last year and promote the use of it for active breaks. Look into enrich cross curricular orienteering to promote active learning. Ensure the daily mile continues to be embedded into the week – with a key focus each term (i.e. travel from a-b) To continue to liaise with adult play leader to ensure there are plenty of opportunities at lunchtime for children to be active. Continue to train our Year 4 pupils to be Sports Leaders and Playground leaders.	Pupils – continue to be active before, during and after school Maintenance or improvement in fitness levels. Pupils – fitness levels, more focused in lessons Pupils – more active during lunchtimes Pupils – Y4 become leaders and can keep the younger years active at lunchtimes	Key Indicator 2 Increasing engagement of all pupils in regular physical activity and sport Key Indicator 4 Offer a broader and more equal experience of a range of sports and physical activities to all pupils	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities. Staff trained to teach outside now and in the future.	£374 dance workshop £374.46 £157.90 – next year's deposit £286 – JSJ membership for club and active breaks Not purchased after review of usage £3,000 budget for enrich includes training for staff £2.880 BMX workshop and inspirational talk about mindset. £640 £4,000 – Lunchtime playleader. Additional MSAs employed to support lunchtimes

Introduce forest schools into the curriculum	*Pupils – active learning outside FS is a child-centred learning process, providing learner inspired, hands-on experiences in the natural environment. It's creative and can increase a child's confidence and self-esteem as they problem-solve and learn to manage risks. It's holistic learning helps pupils to grow socially, emotionally and physically.*	*Key Indicator 3* *Raising the profile of PE and sport across the school, to support whole school improvement* *Key Indicator 2* *Increasing engagement of all pupils in regular physical activity and sport*		*£850 for 1 member to be trained and cover costs for 8 days of course and developing policies / plans etc* *£2,000* *This has been paid but member of staff will start training in October due to staffing changes*
Continue to focus on the professional development of staff so that the quality of PE and sport that is delivered will continue to be good or better and further enhanced. Teachers will attend courses especially our ECTs and specific coaches will be used so they can observe good practice in areas they are least confident. *Train ECTs in areas they are least confident.*	Teachers – maintain confidence in teaching a broad and balanced PE curriculum. Complete PE will continue to provide the full package of support for our teachers in planning, teaching and assessing high quality PE, as well as being a CPD tool. Pupils – will be taught good or better PE lessons so that they progressively develop their skill levels as well as improving their physical literacy.	*Key Indicator 1* *Increasing all staff's confidence, knowledge and skills in teaching PE and sport*	*All staff are confident to teach high quality physical education lessons in all areas of activity in PE.* *Staff are confident to use assessment for learning to progress children's physical literacy.*	*Complete PE purchase £126 an interactive PE resource equipping every teacher with the knowledge and tools to confidently deliver high quality PE. Webinars and training videos for staff and PE coordinator CPD* *£126* *CPD for staff* *£5,000 includes cost of courses and cover.* *Tennis coach £240* *£560CPD for new ECT in summer term* *Enrich training £400* *AfPE subscription £105* *£105*

Develop competition both within PE lessons and through extra-curricular activities to help with children's resilience	Pupils are able to manage their response to failure or when attempting something new or challenging. They have a more positive approach to new tasks, overcome setbacks and maintain their effort. They are more aware of their emotional well being.	*Key Indicator 5* *Increase participation in competitive sport* *Key Indicator 3* *Raising the profile of PE and sport across the school, to support whole school improvement*		*£1000 part of the NEHSSP. Provide CPD for staff and competitions/festivals for our children. Games CPD for ECT.* *Additional staffing costs to enable children to attend these events* *£300 for intra-school competition trophies and certificates.* *Additional staffing costs to support these events*

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
Traverse wall	Children continue to be active at lunchtimes. Notable increased participation levels of least active children at lunchtimes. Improvement in children's handwriting – evidence in literacy books. Pupil voice shows that they enjoy using the wall at lunch time to keep them active. "It's something different" Year 4 pupil.	Traverse wall guaranteed for at least 5 years ensuring benefit to pupils joining the school in future years.

Introduce Forest Schools into the curriculum	63% Children in Year 1 attended the Summer Forest School club. Our ELSA has also been involved in using the outdoor environment to help children with emotional issues in school. Forest schools has had a profound impact on our children. They have shown a marked increase in confidence, particularly in working independently. Through engaging in team activities like sharing tools and participating in play, many have developed a heightened awareness of the consequences of their actions on their peers. This environment has fostered a sense of responsibility and cooperation. Additionally, the children have exhibited strong motivation and enthusiasm to participate in forest school activities, demonstrating an increased ability to concentrate for extended periods. Their interest in the natural surroundings has developed, along with a deep respect for the environment. Conversations among the children often revolve around plants and the proper methods for collecting kindling to start a fire, highlighting their growing knowledge and appreciation for nature.	Forest schools will be introduced into the EYFS curriculum during the school day. The afterschool club will continue for KS1 children, and a Summer Camp will be offered by an external provider during the summer holidays, ensuring that children remain actively engaged in learning. One member of staff is trained to teach Forest School and another member of staff is currently being upskilled to provide forest schools to our children

Continue to maintain an active school	We use our school track to monitor pupil fitness. In 2022, 28% of our KS1 children were unable to run around the track at a moderate speed. Today, that figure has been halved to just 14%, now our Key Stage 2 classes, demonstrating significant progress. Promotion of active travel through events like Sustrans Big Walk and Wheel and Walk to School Week has ensured that 60% of our children from Nursery to Year 4 actively travel to school. In the Big Walk and Wheel, we ranked 240th out of 668 small primary schools. Enrich has made an impact on activity levels during lesson times. Staff ensure that they timetable active lessons into their school week. Our playtimes have never been more active. Year 4 sports leaders organise weekly challenges and intra-school competitions like "Strictly Studlands," where students practice their dances for weeks. Our new Emotional Literacy Support Assistant (ELSA) offers fun games three lunchtimes a week, and our play leader ensures all children have active opportunities every lunchtime. We have also had a number of active days where the children have been inspired by athletes and dancers. World Book Day – Dance: Bringing Books to Life BMX Workshop and inspirational assembly linked to growth mind set. This was a huge success especially our children with SEND. Our Year 4 children also enjoy a fully active three-day residential trip, packed with engaging activities. As part of the NEHSSP all of our children in KS1 and KS2 have attended festivals throughout the year (multiskills, football, netball, cross country, handball, bowls, tag rugby, petanque, dance, dodgeball, athletics, archery)	By the end of the Summer term, the majority of our children consistently met their daily physical activity goal of 60 minutes. A total of 125 spots were filled in extracurricular sports activities, with 73% of our students participating in at least one club. Notably, 69% of our SEND students engaged in these activities. Additionally, 37% of our KS1 and KS2 children attended at least two clubs, demonstrating their enthusiasm for and commitment to maintaining an active lifestyle. Next year, we plan to expand the number of clubs available for our children. Currently, more children attend lunchtime clubs than after-school ones, as many participate in sports activities outside of school. This is reflected in the numerous nominations we receive from parents for our weekly sporting hero. To better understand and support our children' interests, the SL will distribute another questionnaire to gather information on the clubs they participate in each week.

Continue to focus on the professional development of staff so that the quality of PE and sport delivered will continue to be good or better.	Teachers continue to use Complete PE for planning and delivering high-quality PE lessons. This resource not only addresses the physical aspects of PE but also integrates social, cognitive, and emotional elements through structured and progressive learning sequences. Additionally, the platform offers our staff high-quality interactive CPD support and SL support. The assessment tool allows teachers to record pupils' attainment and identify areas for development in the next term or year. This year, we enlisted a certified local level 3 tennis coach to provide CPD for our Early Career Teachers (ECTs). Enrich hosted a twilight CPD session focused on delivering orienteering and teambuilding activities to a high standard, addressing an area where staff initially felt least confident, according to the staff questionnaire. Additionally, one staff member received specialised CPD in archery from the Subject Leader.	Staff are continuing to develop their confidence and the skills needed to deliver high quality PE. This year, the Subject Leader has observed PE lessons to ensure the teaching quality is good or better. Complete PE is being utilised by all staff, including those in EYFS. However, upon reflection, the nursery team has found some of the lessons from Complete PE to be too challenging for the rising 3s age group. Next year, the SL will seek a tailored scheme to ensure our nursery staff have an appropriate platform for teaching their PE lessons. 82.7% of our children are either expected or exceeding in their attainment in PE. (Data collected from Complete PE)

Develop competition both within PE lessons and through extra-curricular activities.	This year, we have once again utilised the local School Sports Partnership to provide our KS2 children with inter-school competitions in five different sports. Our Cricket team made it through to the School Games Finals! Two of the seven children who attended have now joined a local cricket club. Within the school, our Sports Leaders engage all children in competitive challenges during lunchtime, and the Sports Crew organises a dance competition. All children participate in our inclusive and competitive sports day. Our lessons are designed to include elements of competition, particularly in games, orienteering, problem-solving, archery, and athletics. In KS2, each game activity culminates in a mini inter-class tournament.	Next year, we aim to increase the number of intra-school competitions throughout the year. Additionally, the Sports Crew will actively seek and incorporate pupil voice.

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

Question	**Stats:**	**Further context** **Relative to local challenges**
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	n/a	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	n/a	

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	n/a	
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:	*Nikki Wilby*
Subject Leader or the individual responsible for the Primary PE and sport premium:	*Sarah Hill*
Governor:	*Jamie Weatherhead*
Date:	25.07.2024