



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
Increase participation in physical activity throughout the day. Encourage children and families to take part in physical activity challenges going on in the wider community. Attend sports festivals. Class dojo and school media used to promote sporting festivals and competitions to raise the profile of PE.	Identified pupils taking part in more physical activity (Livewell) 24% of year one children increased their fitness levels by the second assessments. On average, tracked children ran 602m in 10minutes compared to 378m when they started showing a significant improvement. Many families participated in wider community events. School was visible on league table on website to see how we were doing in comparison to other schools. Parents were able to see what competitions/festivals their child had been part of.	Increased participation in physical activities during the school day and during external competitions is an ongoing action.

<p>Increase staff confidence when teaching and assessing PE</p> <p>Children are given the opportunity to participate in a range of sports and activities outside their PE lessons.</p> <p>Children are able to experience a range of activities and exercises outside of the national curriculum.</p> <p>Children to participate in competitions within the trust.</p>	<p>Implementation of Real PE provided a whole school INSET to support staff when delivering PE. School also has support from AM sports (qualified sport coaches) to help deliver PE lessons through a team teach approach to build confidence in staff.</p> <p>All year 6 children taken to Lea Green Learning and Activity Centre for a day of orienteering activities.</p> <p>Cook and eat session with year 3/4 with DCCT to promote healthy eating. Identified children attend boxing sessions.</p> <p>Children took part in multiple competitions and festivals throughout the year including football, multi-sports and netball.</p>	<p>Staff more confident to deliver PE lessons but will continue with support from Real PE staff.</p> <p>Children were able to experience competition against other schools. Continue to work with other schools within the trust to participate in competitions and festivals.</p>
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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
<i>Continue to increase participation in physical activity throughout the school day.</i>	<i>The children.</i>	<i>Key indicator 2: Engagement of all pupils in regular physical activity</i>	<i>A sports coach has been appointed to run clubs throughout lunchtime and after school.</i>	<i>£12,748.57 (sports coach)</i>
<i>Midday supervisors encouraged to deliver a range of activities across lunchtime.</i>	<i>The children and midday supervisors.</i>	<i>Key indicator 2: Engagement of all pupils in regular physical activity</i>	<i>Children are more engaged in PE. They will live a more healthy lifestyle. May encourage children to participate in sport outside the classroom.</i>	<i>Part of sports coach role</i>
<i>Continue with short burst physical activity throughout the day.</i>	<i>The children.</i>	<i>Key indicator 2: Engagement of all pupils in regular physical activity</i>	<i>Sports coach delivered training to midday supervisors to small groups and set a Wednesday challenge to motivate the children.</i>	<i>No cost</i>
<i>To attend sport festivals and competitions organised by SSP.</i>	<i>The children and staff get to work with other schools and see shared practice across the city.</i>	<i>Key indicator 2: Engagement of all pupils in regular physical activity</i>	<i>Provides a greater level of focus during lesson time.</i>	<i>£1,750 (annual membership to DCCT)</i>

<p><i>PE display used to display information and celebrate achievements in sport.</i></p>	<p><i>The children, staff and any visitors to the school.</i></p>	<p><i>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</i></p>	<p><i>Children see the benefits of physical activity and has a readiness to learn.</i></p> <p><i>Children are proud of their achievements.</i></p>	<p><i>No costs</i></p>
<p><i>Class dojo and school social media used to promote sporting festivals and competitions</i></p>	<p><i>The children and parents/carers.</i></p>	<p><i>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</i></p>	<p><i>Children are proud of their achievements.</i></p>	<p><i>No cost</i></p>
<p><i>Use SSP to keep up to date with local and national strategies to raise the profile of PE.</i></p>	<p><i>PE coordinators</i> <i>The children</i></p>	<p><i>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</i></p>	<p><i>PE coordinators are able to share information with staff and work with other PE leads.</i></p>	<p><i>£1,748.57 (annual cost for SSP)</i></p>
<p><i>Increase staff confidence when delivering PE lessons</i></p>	<p><i>Staff delivering PE lessons and children receiving quality lessons</i></p>	<p><i>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport</i></p>	<p><i>Delivery of PE has been raised across the school through support provided by Real PE staff. Children have received more high quality PE lessons.</i></p>	
<p><i>Increase staff confidence when</i></p>	<p><i>Staff assessing PE lessons</i></p>	<p><i>Key indicator 1: Increased confidence, knowledge and</i></p>		

<p><i>assessing PE</i></p> <p><i>Increase confidence with ECT staff</i></p> <p><i>Ensure PE coordinator is up to date with local and national strategies</i></p> <p><i>Ensure resources are sufficient and clearly organised and labelled to enable staff to locate the correct equipment.</i></p> <p><i>Children are given opportunities to participate in festivals and competitions outside of their PE lessons.</i></p>	<p><i>ECT staff delivering PE lessons and children receiving quality lessons</i></p> <p><i>PE coordinator, staff and children.</i></p> <p><i>Staff and children</i></p> <p><i>The children and staff</i></p>	<p><i>skills of all staff in teaching PE and sport</i></p> <p><i>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport</i></p> <p><i>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport</i></p> <p><i>Key indicator 5: Increased participation in competitive sport</i></p>	<p><i>Staff are able to easily locate correct equipment to deliver high quality PE lessons. Enough equipment for as many children as possible to participate in an activity at the same time.</i></p> <p><i>Children able to experience competitions against other schools. Children took part in sports activities at local primary schools, the dance festival, multi skills festival at Willows sports centre,</i></p>	<p><i>£6.43 (ribbon)</i></p> <p><i>£1,748.57 (annual cost for SSP)</i></p>
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<p><i>Extra curriculum after school sports club offered to all children</i></p>	<p><i>The children and staff</i></p>	<p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</i></p>	<p><i>fundamentals at the tennis centre.</i></p> <p><i>Children participated in sports and activities they may not have taken part in before, which has been evidenced through pupil's feedback.</i></p>	<p><i>Part of sports coach roll</i></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
Increased confidence of staff's ability to deliver quality PE sessions to all children.	Staff voice questionnaire demonstrated that they felt more confident to deliver higher quality PE lessons and assess the outcomes of this accurately	As a result of this, children have acquired the relevant skills so the school has chosen to move to a more sport specific program.
Increase participation in opportunities to partake in competitive and non-competitive activities beyond their PE lessons in school	More children got to experience sports events outside of their lessons. They got to meet new people and share good practice. Staff got to network with other PE leads.	Continue to embed and enhance pupil opportunities beyond the experiences of this academic year.
Use SSP to keep up to date with local and national strategies to raise the profile of PE		

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?	11.7%	<i>Children in year 3 go swimming weekly. Many of our year 6 children were not at our school when children had swimming lessons, therefore it is difficult to assess all children.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	8.3%	<i>Children in year 3 go swimming weekly. Many of our year 6 children were not at our school when children had swimming lessons, therefore it is difficult to assess all children</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>3.3%</p>	<p><i>Children in year 3 go swimming weekly. Many of our year 6 children were not at our school when children had swimming lessons, therefore it is difficult to assess all children</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>Swimming sessions take place at Moorways using external teachers.</p>

Signed off by:

Head Teacher:	<i>Paula Martin</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Poppy Hunt (PE coordinator)</i> <i>Rachel Blurton</i>
Governor:	<i>Stephen Grundy, Chair of Governors.</i>
Date:	31/07/24