



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
Raise awareness of daily activity levels of all children	Active maths/Sticky Kids/ Brain Break challenges used as activities in school. Continued use of new individual fitness trackers with a recording and assessment feature. Staff will continue to monitor less active children and through conversations and providing the right opportunities encourage participation to enable them to be engaged in achieving a minimum of 30 minutes daily activity.	Sport & Physical activities continue to be high profile as an aid to physical and mental wellbeing. Teachers can quickly and easily provide quality active lessons as part of daily physical activities. Continue building on this 23/24. Using the brain break activities from Koboca and monitoring on time-tables the use of active maths and active sessions. Work towards the Silver Healthy Schools award-Active Lives section will support this. Continue to get children's voices-GUNY this year and continue annual surveys-do end of year KOBOCA survey.
The School Games Values link to the School Values enabling children to know that the virtues of sport can be linked to learning for improved outcomes. Benefits of health & wellbeing are incorporated into the School Games Values to promote healthy lifestyle choices and mental wellbeing. Achievements are celebrated.	Sports coach to train 'Junior Leader' and aid MSA's in providing exciting games. Staff & Sports coaches to continue to provide extra curricula clubs. Forest Schools to continue as part of school's offer of a broad, balanced and active curriculum – forest schoolteacher to model quality outdoor lessons to all staff.	Quality activities encourages greater response from pupils to participate. Outdoor learning in EYFS sets good practice for continuation as children progress through their school years. Forest schools are timetabled as part of active

<p>The School's Growth Mindset philosophy is applied to physical and sporting activity. Pupils learn to be resilient in all areas of school life</p>	<p>Schools Values and are incorporated into the pupil's merit system. Raise pupil's mental wellbeing awareness. Teaching Assistant trained and employed to support pupils mental wellbeing. Health & Sports week now embedded in the school calendar. Sporting & individual progress achievements celebrated. Children understand the ethos of School Games values and how they can be applied not only to sport but also in their approach to learning in the classroom. Children can make the link to school's growth mindset philosophy.</p> <p>Rewards linked to 6 school games sporting values. Children know what these are and awards are given each sports week relating to them.</p>	<p>lessons. All staff have continued to learn new skills and gain confidence. Children learn new skills outdoors and can apply curricular knowledge during their learning.</p> <p>Continue to promote and link School Games Values to School Values</p> <p>Healthy Schools philosophy to become part of school culture. Continue to work through sections of Healthy Schools award</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
Young leaders to engage ALL pupils into lunchtime/breaktime activities with a more structured timetable	Staff, pupils and young play leaders, PE specialist to support at lunchtime	<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>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</p>	<p>New playtime resources for the play leaders to use and time for PE lead to support in structuring the timetable and use PE specialist for support MS Weekly- £30 pw = £390</p>
For all children to be active learners in and out of the classroom	Staff, forest school specialist, pupils	<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>All children will participate in forest school weekly</p>	<p>MH- £145 pw = £5655</p>

<p>CPD for teachers</p>	<p>Teachers</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 supporting pupils to undertake extra activities inside and outside of school.</p>	<p><i>4 teachers to undertake CPD weekly through specialist coach MS during PE lessons</i> £2632.50</p>
<p>For children to take part in competitive sport with other children in local schools, trying out new sports</p>	<p>Children</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 3- The profile of PE and sport is raised across the school as a tool for whole school improvement</p>	<p>Children will learn how to work as a team and gain skills to play in competition and hopefully use those skills outside of school playing a new sport</p>	<p>Duncan Burgess School Games Coordinator £1410</p> <p>Travel to competitions and training £1678</p>
<p>New PE equipment- netball posts, sports day equipment,</p>	<p>Children</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>Children exposed to correct equipment for new sports.</p>	<p>£1051</p>
<p>Sports week new sports, kidzfit and circus skills Crash course summer swimming for one child</p>	<p>Children Non- swimmer</p>	<p>Key indicator 3: Broader experience of a range of sports and activities</p>	<p>Learning about using skills taught in school and applying them to a new sport/skill All children given the chance to be able to swim by the end</p>	<p>£365</p> <p>£33.75 5 day crash course</p>

Ipad	Children	<p>offered to all pupils. Key indicator 4- Engagement of all pupils in regular physical activity</p> <p>Key indicator 3: Broader experience of a range of sports and activities offered to all pupils. Key indicator 4- Engagement of all pupils in regular physical activity</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 3- The profile of PE and sport is raised across the school as a tool for whole school improvement</p>	<p>of the primary phase</p> <p>Children can record scores, takes pictures of events and competition, staff can upload pictures to social media and dojo when on sporting events and raise the profile of PE and sport. Pictures for PE wall etc.</p>	<p>£412.89</p> <p>TOTAL- 13,628.14</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
More opportunity for competition Cricket final yr 6	Children are more together and engaged in sport and are proud of their achievements. Chance to shine cricket came into school and engaged a lot of children and they now go to the club in the village on a Friday. Children are now competing outside school. We then selected a team to go to the cluster cricket event and we won and went onto the finals.	Lots of different groups and abilities of children have had access to more competition. Children shared their medals and success in worship, and this had a positive impact on more children wanting to join in in the future.
Olympics federation day	Made children are aware of lots of different Olympic sports, discussions over the Olympics and being an Olympian and opened up their knowledge about different sports.	Lots of other cross curricular work came from this not only sports.
Pupil premium access to clubs subsidized Running club & Netball club	All children had equal access to extra sports. Got a lot more children active, competitive aspect was there as the children were awarded stamps per lap and then 50 laps equated to a certificate. Children pushed each other on and gained a lot more fitness and stamina over the term in which it was ran. These clubs were open to KS1 (Netball) and running open to EYFS- Y6. Netball-children were exposed to a sport not necessarily taught in KS1, giving them	Children are enjoying sport and are working together and encouraging the less able children.

skills before being taught in PE lessons.

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?	93%	<i>14/15 children 1 child is a non-swimmer and has been offered extra lessons.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	93%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>86%</p>	<p><i>2 children do not feel confident doing this. One is a non swimmer and the other is just not confident enough yet to feel she could do it unaided.</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>Local swimming baths have summer swimming lessons and the 1 child who is not at the expected level have been offered extra lessons paid for by school to hopefully catch them up.</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>We take our children to the local swimming pool and the teaching is done by qualified swimming teachers. Drowning workshop provided by Yorkshire water July 24</p>

Signed off by:

Head Teacher:	<i>Fiona Bennett</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Katie Tyrka</i>
Governor:	<i>Gill Shaw</i>
Date:	July 2024