



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.

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
Train new P.E leads and develop their subject leadership in order to equip them with the knowledge and experience to support and train wider staff	- Pupils and teachers	Key indicator 3: Increased confidence, knowledge and skill of all staff in teaching PE and sports.	Sustainability will be achieved by upskilling the P.E leads who will then be able to support staff moving forward and monitor the effectiveness of lessons. The impact of this will be children will be receiving high quality P.E lessons and staff will have increased confidence, knowledge and skills in teaching P.E. This will be monitored through pupil voice and lesson observations.	£4000

<p>Upskill the whole staff work force so they feel confident and able to deliver a P.E lesson independently</p>	<p>- Pupils and teachers</p>	<p>Key indicator 3: Increased confidence, knowledge and skill of all staff in teaching PE and sports.</p>	<p>All primary teaching staff will report that they feel confident in delivering the new P.E curriculum which will be implemented in 2024-2025. In order to ensure sustainability, all staff will be provided with training, team-teaching and modelling to develop their confidence. This will allow them to continue to successfully teach P.E moving forward. The impact of this should be that children are more engaged with P.E lessons.</p>	<p>£1000</p>
<p>- Increase the amount of physical exercise that children are engaging with on the playground</p>	<p>- Pupils and teachers</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Children are able to regularly engage with physical exercise during their break and lunch because there is a wide range of opportunities available to them at break time and lunch time. The impact will be monitored by engagement monitoring. Sports leaders will support younger pupils in engaging with sports and activities.</p>	<p>£2000</p>

<p>Wide range of clubs offered by staff and specialist sports coaches to engage pupils in sport outside of PE lessons</p>	<p>- Pupils</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>There will be a wide range of children taking up opportunities to attend clubs outside of school. Engagement with clubs will be monitored by Professional Development lead.</p> <p>PP children will have paid for clubs subsidized or paid for to ensure that they are able to engage with a range of extra-curricular activities</p>	<p>£3000</p>
<p>Participation in MYG games and festival events</p>	<p>- Pupils</p>	<p>Key indicator 5: Increased participation in competitive sport.</p>	<p>The impact of this will be that there will be a wide range of opportunities for children to take part in competitive sport at their level. This will also raise the profile of sport within school.</p>	<p>£2100</p>

<p>Develop and add to the P.E equipment in order to increase support and physical activity</p>	<p>Pupils and teachers</p>	<p>Key indicator 2: Raising the profile and sport across the school to support whole school improvement</p>	<p>The impact of this will be that children have access to the resources they need within P.E lessons so that the curriculum is able to include a wide range of sports. This will also increase the number of competitive sports events we can have within school and allow us to explicitly teach balance ability. The impact of this will be an increase in children's skill and the range of sports they access.</p>	<p>£3000</p>
<p>To provide additional provision for swimming over and above the national curriculum in order to develop further confidence with water and develop children's swimming skills.</p>	<p>Pupils</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>The impact of this will be increased confidence with swimming, particularly for the year groups which have been impacted by covid. This will be above the national curriculum requirements for swimming and water safety. The impact will be measured through pupil voice. The impact of this will also be that more staff will be trained swimming coaches and therefore can deliver swimming.</p>	<p>£5000</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>Key priority 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p> <ul style="list-style-type: none"> • The Howard School Sports Partnership • Increase the delivery of physical activities for pupils to ensure that they are undertaking 30 minutes of physical activity each day • PE coaches to provide each class with a quality P.E. session, weekly, throughout the school Year 	<p>Observations at playtime will reveal increasing numbers of pupils meaningfully engaged in exercise and strategy thinking through sport.</p> <p>Survey of pupil engagement feedback of numbers attending sports clubs from sports coaches.</p> <p>Sports lead monitoring.</p> <p>Lunchtime monitoring demonstrates improve engagement in activities</p> <p>Pupil interviews to reflect on the enjoyment and engagement of PE sessions. Staff questionnaire to measure confidence in staff’s delivery of PE.</p>	<p>Pupils have taken part in the training and have been active in sharing their skills at playtimes with children of all ages. Playgrounds have been prioritized for specific games and sports to ensure that all children have had the opportunity to take part in more games and physical exercise. There has been a noticeable difference in pupil participation alongside pupils’ ability to share the knowledge and skills they have gained.</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <ul style="list-style-type: none"> • Children will have the opportunity to complete in sporting days and fundraising events • Children will know why leading an active lifestyle is beneficial • All children will participate in a whole school competition each term based on the skills they have been learning • Children will know of clubs available to them in the local area • Keeping active ideas to be shown to parents on social media or Seesaw 	<p>Bike ability for Year 6 children</p> <p>Reception sponsored bounce</p> <p>More activities added to playground at lunchtime</p> <p>Pudsey fun run raised a huge amount</p>	<p>Year 6 have taken part in the bike ability scheme and have received the certificates with their specific skills along with a badge and a handbook</p> <p>All pupils have taken part in sports day with play leaders supporting and leading events across all year groups.</p> <p>Pupil voice has identified what changes the children have enjoyed during playtimes alongside what they would like to experience more of.</p> <p>Social media has been used effectively to promote the activities that we have participated in along with events that children can access after school and in the local community.</p>

<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <ul style="list-style-type: none"> • PE lessons taught by class teachers to be observed to audit staff confidence • Children are provided with high quality lessons • Enhance the quality of sports provision throughout the school with support from the specialist coaches. • Central planning and co-ordination of events to ensure children have a broad provision of PE and sports competitions. 	<p>A higher percentage of observed P.E. sessions will be graded good or better and they will incorporate thinking skills.</p> <p>Staff that are new to the school or early in their teaching career will be confident in teaching the skills needed for each sport with clear understanding of the progression for each of the skills</p>	<p>Staff have reported an increase in confidence in teaching P.E and have given positive feedback about the training they have received.</p> <p>All staff have been observed in the teaching of P.E and the quality of provision has increased.</p> <p>Pupil voice has shown how children have been able to share how they have improved in their skills within each sport.</p> <p>2 members of staff have been trained as swimming coaches. This will allow us to be able to offer more groups within swimming lessons allowing more children to reach the expected levels.</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <ul style="list-style-type: none"> • Wider range of free clubs offered by staff and APD to engage pupils in sport outside of PE lessons • Lunchtime club places offered to targeted group of children to build social and physical skills to help them achieve their personal targets • Change 4 Life group to establish 12 children as ambassadors for healthy lifestyles and spread the initiative around the school 	<p>Pupils attending and enjoying sessions and engaging in clubs outside of school.</p> <p>Engagement monitoring SEND review to reflect on the targets for individual children that meant they needed to have this provision.</p> <p>In school review to reflect this too.</p> <p>Engagement in initiatives, whole school participation in Change 4 life events.</p> <p>Pupils will be able to explain what is needed in a healthy lifestyle when interviewed</p>	<p>Sports coaches and staff have provided quality extra-curricular sports activity and there has been an uptake of children taking part in clubs. Alongside this we have also had some other specialist coaches who have provided football and boxing clubs.</p> <p>Where there has been a cost to any of these, we have ensured spaces have been made available for all children with some subsidized spaces being available.</p> <p>Lunchtime clubs have been well attended by all selected pupils supporting them to reach the targets set.</p>
<p>Key indicator 5: Increased participation in competitive sport</p> <p>MYG- Participation in all events and competitions</p>	<p>Children are engaged and enthusiastic about sports.</p> <p>Children take up sports after school and join wider clubs.</p>	<p>Many children had the opportunity to take part in MY Games as part of a team. This has developed their understanding of the skills needed to participate in the different sports throughout the year. Alongside this there was also a SEND competition and other festivals for children with special educational needs to be part of.</p> <p>Children have shared throughout the year medals and achievements gained from a wide variety of sports that they do outside of school. Some children have also represented both national and globally in sports.</p>

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?	61%	<i>Some children missed swimming lessons in covid and have developed fear of deeper water and therefore have been less confident with swimming. Many children claim they cannot swim due to a lack of confidence or fear.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	32%	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	61%	<i>All children have been taught how to float safely but were very nervous in performing self-rescue.</i>

<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><i>We have trained two members of staff to teach swimming in order to allow us to be able to provide more indepth support and training rather than just using external coaches. This allows us to monitor the effectiveness of swimming coaching more rigorously and allows us to have more control over how swimming is taught and how water safety is taught too. Moving forward, we will be training more staff.</i></p>

Signed off by:

<p>Head Teacher:</p>	<p><i>Mrs N Youseman</i></p>
<p>Subject Leader or the individual responsible for the Primary PE and sport premium:</p>	<p><i>Mrs N Youseman</i></p>
<p>Governor:</p>	<p><i>Mr D Morrison</i></p>
<p>Date:</p>	<p>05.07.2024</p>

