



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 in daily physical activity – all classes complete daily active minutes on a regular basis. Wake and shake introduced and has been received positively by staff and pupils alike.	We have more active pupils during the school day. A positive attitude to physical activity has been demonstrated through pupil voice. Teachers state that they are more confident in using physical activity during appropriate times to promote focus and learning. Good examples from Elder class using sticks color coded by activity and chosen by pupils. Parents have been invited to participate in wake and shake which was positively received. Parents joined in and enjoyed it, saying they felt the benefit.	This needs to continue and be more consistent across school, but a much better start. Staff training in September to share ideas for easy, effective activities in the classroom.
Improved pupil achievement in PE through team teaching with specialist PE teacher.	Staff are more confident in teaching PE. Staff support has been targeted by a whole school audit identifying where staff would like it. Lessons have been observed to be much more active. As a result, pupil achievement in PE has increased from 80% working at or beyond the expected standard	In 2023-24 we will be changing the PE scheme of work to promote a wider range of activities to be covered and better progression across school. This has been due to staff feedback who find the existing scheme difficult to follow and lacks progression. There have also been quite a

<p>A wider range of extracurricular clubs and competitions have been available for pupils. We also had a Paralympian come to school to deliver a circuit and assembly to inspire our pupils.</p>	<p>for their year in 2021-22 to 93% in 2022-23. Baseline FMS assessment improves year on year, which gives our pupils important foundations to develop their PE skills and confidence. PE is now taught outside in the first instance, meaning that pupils have more space to move, and a broader range of activities are taught. Prior to September 2021, all PE lessons were taught inside. Pupil voice showed that pupils find outdoor PE more enjoyable and recognise the benefits of being outdoors.</p> <p>Due to more clubs and a wider range of opportunities being available, more pupils attended, with 194 attendances over the year. 12 of 36 attendees were pupils with SEND. Yoga at lunchtimes was popular with the girls in UKS2 who cannot attend after school clubs. The Paralympian visit provided a super role model for our pupils and reiterated that everyone can excel in some form of PE. Our pupils have also experienced competition and festivals through the Sports Partnership. This has given our pupils a broader experience of different activities and participating alongside other schools. This has been recognised through our achievement of Bronze School Games award for the first time.</p>	<p>few technological issues with updates etc. which has caused much frustration. Staff to be supported in this transition through specialist PE teacher.</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
<p>Audit staff and support all teachers in the delivery of high-quality PE. There have also been several staff changes within year groups and new staff to the school. Following the staff audit the PE specialist will support teaching staff in areas identified to ensure PE continues to be of high quality with engaging lessons to allow pupils to make progress.</p> <p>We have found that the current scheme of work does not work as well with our mixed aged classes as there is not enough variety in areas of activities and there is much repetition across the units. Following staff consultation, we have chosen to change to Get Set 4 PE which, after a trial, shows a much broader range of activities as well as sufficient units to allow progression across all of the classes. The lesson plans appear much more “teacher friendly” and engaging for our pupils. The</p>	<p>Staff Pupils</p>	<p>KI 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>KI 4 Offer a broader and more equal experience of a range of sports and physical activities to all pupils.</p>	<p>The staff audit has been completed to consider current confidence levels in teaching PE. A PE timetable was updated providing every class with a lesson each week with ES to develop subject knowledge. Staff have also had additional support from Progressive Sports during Autumn 1.</p> <p>During the recent Ofsted visit PE was chosen as an area for a deep dive. Ofsted inspectors were pleased with the team teaching demonstrated to develop teacher knowledge and confidence in PE. The inspectors were also positive about the development of the curriculum and progression of the pupils. They were especially interested in our FMS assessments and the improvements evident year on year, as well as the use of this data to create and amend the curriculum map.</p> <p>Staff all have access to Get Set 4 PE and are confident in accessing lessons to deliver to classes and complete the end of unit assessments. Feedback at the end of the year showed that staff find the scheme much easier to use and as a result feel like they have the resources, confidence and knowledge to deliver HQ PE. Staff have also commented that the lessons</p>	<p>£11,000 ESPE support</p> <p>£938 Progressive sports</p> <p>£550 Get Set 4 PE scheme.</p> <p>£51.65 Safe Practice in PE book</p>

<p>scheme contains video demonstrations to support teaching and learning.</p> <p>Support for new PE subject leaders – MA and AP and consider how to share the role.</p>			<p>provide much more variety and opportunities for progression across the curriculum.</p> <p>Pupils are engaged in PE lessons and have enjoyed the new units of work in particular the Yoga and team building units have been very popular. ES and the class teachers witnessed a big improvement in core strength, balance and focus by the end of this unit of work. This prepared the pupils well prior to the Gymnastics unit.</p> <p>This has been reiterated in the pupil voice that has been carried out by MA.</p> <p>Pupil attainment shows that all year groups are making very good progress in PE lessons, with 86.15% of pupils working within the expectations for their age, 9.52% working towards and 4.33% working beyond. 58.82% of SEN pupils are working within and 41.18% working towards. 83.72% of PP children are working within expectations, 9.3% towards and 6.98% beyond. This is further broken down to:</p> <p>Boys – 12.1% working towards, 84.68% working within and 3.23% working beyond.</p> <p>Girls – 9.57% working towards, 86.09% working within and 4.35% working beyond.</p> <p>In addition to supporting PE lessons ES and Progressive Sports have supported the extracurricular offer to our pupils and have delivered clubs at lunchtimes and after school providing additional activities for our pupils. Progressive Sports have further supported building</p>	
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			<p>Sportsmanship and social awareness into lunchtime activity.</p> <p>ESPE delivered Yoga at lunchtimes and a netball club after school. Both of these clubs are very popular with our pupils and have good attendance.</p> <p>Progressive Sports have supported the pupils playing football at lunchtimes to provide more structure and skill level to the games as well as Tri-Golf and Archery club after school during A1 and A2.</p> <p>Roles and responsibilities discussed and agreed with two subject leaders. ES has given support to the subject leaders to ensure that they know how to lead the subject. PE and sports premium spend, and action points agreed, and documents updated. MA and AP aware of reporting requirements.</p> <p>Safe Practice in PE book purchased, and staff training given. Staff now refer to this book for any queries they may have.</p> <p>The curriculum map has been updated in line with the new scheme of work to promote a wider range of activities and experiences for our pupils. The curriculum map has been designed to build on skills previously taught as well as to fill gaps in fundamental movement skills. This is reviewed by the end of each academic year taking into consideration any new changes, i.e., we have an additional year 5/6 class so the curriculum will be amended accordingly.</p>	
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<p>Physical activity is very important to all of our pupils. Our intent is to look at developing the opportunities that we already have to engage pupils in daily physical activity and expand this offer further. We will do this through encouraging more physical activity at break times and training “Play leaders” to promote physical activity at lunch time and by introducing a zoning system in consultation with welfare staff and pupils. The aim is to promote a wider variety of play and activity at break and lunchtimes.</p> <p>The benefits of “brain breaks” during lessons have been well documented. We will continue to promote “brain break” activities to encourage movement throughout the day via our Active Minutes initiative. This will include short bursts of physical activity in classrooms, throughout the day. We will incentivize this through the celebration assembly on Fridays.</p> <p>We will also provide training for staff in the importance of active minutes as well as effective activities that can be done in the classroom.</p>	<p>Pupils Welfare staff.</p>	<p>KI 2 Increasing the engagement of all pupils in regular physical activity and sport.</p> <p>KI 1 Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>KI 3 The profile of PE and sport is raised across the school as a tool for whole-school improvement</p>	<p>Playground behaviour has been observed, especially on the KS2 playground. Feedback was provided to SLT with suggestions for improvements as this is a whole school area for improvement. Following this it was decided that we should introduce a zoning system utilising play leaders. ES attended the school council who gathered feedback from their classes on the activities that they would like to see on the playground. Lack of equipment and variety of activities was the biggest barrier to activity on the playground. ES put together a plan for zoning and introduced it to pupils in assembly, this was fully supported by SLT. Play leaders applied for the roles and training was given, as well as a rota set up. Welfare staff received training and support in introducing and managing the zoning areas. The initial concern was the limited amount of football and the impact/attitude of pupils in Y6 but due to the variety of activities on the playground they have taken the change well and participate in a wider range of activities. Later observations identified that there was much more structured activity taking place in the playground by more pupils. The sports coach from Progressive Sports has helped to develop football knowledge and skills as well as knowledge of the rules which has supported welfare staff in running this zone. Welfare staff are much more engaged in playing with the children and leading activity as they feel more confident. Another area that welfare staff fed back as a barrier to activity at lunchtimes was the equipment that we did have was not suitable for wet weather days as it got smelly and wet. We purchased more suitable equipment for use on wet weather days and</p>	<p>£331.85 Playground equipment</p>
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			<p>ES set up boxes for each zone as well as specific weather boxes.</p> <p>Staff training has been delivered during the September staff inset to promote the benefits of daily physical activity and ideas for effective active learning and brain breaks in the classroom.</p> <p>MA has continued the active minutes weekly challenge from the success of the previous year this has now become a part of the weekly celebration assembly. In the Autumn term classes recorded an average of 35 minutes per week increasing steadily to an average of 45 minutes during the Spring term and 55 in the Summer term. A good example is Rowan class who reported between 10 and 25 minutes in Autumn 1 but have consistently reported over 60 minutes per week in the entirety of the summer term. Feedback from the children has shown that they enjoy the short bursts of physical activity.</p>	
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Continue to offer a range of extracurricular clubs and competitive opportunities. All staff to offer at least one club. Use pupil opinions to consider what clubs pupils would like to attend, pupils that do not normally attend clubs. Continue to consider how to overcome barriers to attendance (yoga at lunchtime)	Pupils	<p>KI4 Offer a broader and more equal experience of a range of sports and physical activities to all pupils.</p> <p>KI5 – increase participation in competitive sport.</p>	<p>During this year we have offered a wide range of clubs and encouraged pupils to attend. Clubs include – Gymnastics, Dance, Netball, Wellbeing, Multi Skills, Fine Motor Skills and Cricket Club.</p> <p>We have had a wider range of pupils attending clubs, e.g., those that would not normally attend, particularly in the wellbeing and multi skills clubs.</p> <p>We have seen increased success at competition through pupils being more prepared. For example, the Year 5/6 pupils took part in a cricket competition and achieved 5th place out of 18 teams.</p> <p>SEN children attended a Boccia competition and were invited back to the finals. Pupils have also participated in Mini Tennis, Cricket (Year 5/6 boys), Cricket (Year 5/6 girls), Pennine Festival of Sport and Rounders competitions. Pupils also took part in a UV Dodgeball festival which they found so much fun.</p> <p>Year 6 children are currently taking part in a rounders club in preparation for competition.</p> <p>25 pupils from Y6 received Bikeability training with all pupils passing Level 1 and Level 2.</p> <p>The pupils thoroughly enjoyed the opportunity to take part in the Bikeability training. The first day involved pupils completing a variety of challenges on the playground to develop control. On the second day pupils enjoyed learning how to ride safely on the roads. This is very important as we have some very busy roads around school.</p> <p>For pupils in year 1 and year 2(41 children), we had a company called balancing bikes who came to teach our children basic riding skills. Children had the opportunity to bring their own bikes in/or use the ones provided. Children enjoyed learning basic skills and enabled our less confident children to practice with a trained instructor. We also covered health and safety</p>	<p>£110 Boccia x 2</p> <p>£135 Kurling x 2</p> <p>£250 Cricket x3</p> <p>£25 mini tennis</p> <p>£15 Orienteering</p> <p>Minibus transport – competitions</p> <p>£336.50 Pro Ride</p> <p>£950 School Games competitions packages</p>
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			<p>skills, ensuring children understand how to keep themselves safe.</p> <p>In the spring term 22.02.24-Sports for school event to support a Paralympic Athlete on their paths to the Olympics. During the session pupils participated in a circuit for which they were sponsored raising money for both the school and the athlete. We then had a whole school assembly where the athlete shared their journey and inspired our pupils as well as a Q&A session. The athlete was a male, white British athlete in a wheelchair, which challenged some pupils' stereotypical views.</p> <p>AP carried out an FMS intervention with pupils from Y2 Birch and Sycamore to address pupils who were at the risk of not achieving the end of year NC requirements for FMS. 8 pupils were selected and attended weekly sessions, including SEND children. By having a small group and focused approach pupils developed skills from immature to showing aspects of mature level of skills.</p>	
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<p>Promote physical activity outside school and support parents in providing the additional 30 minutes of daily physical activity.</p> <ul style="list-style-type: none"> · Consider opportunities to engage with parents and promote the daily active minutes. · Communicate with staff and parents. · MA, AP and ES to consider ways in which to educate and promote daily physical activity to parents. 	<p>Parents Pupils</p>	<p>KI2 Increasing the engagement of all pupils in regular physical activity and sport</p> <p>KI3 – raising the profile of PE and sport across the school, to support whole school improvement.</p>	<p>Families have been encouraged to take part in more physical activity with their children via the newsletter. Early feedback suggested that a lack of resources was hindering parental efforts. Each week a new activity is provided to families that requires resources available in the home (e.g. sock cricket).</p> <p>Parents are more aware and supported in making healthier choices at home. Parents and pupils have the knowledge and ideas to be more active.</p> <p>Children have also been involved in taking part in the WOW walk initiative, where children receive a badge half termly if they walk, or park and stride to school. This is further promoted through class dojo and the wow walk ambassadors are also promoting this throughout school. Children like the idea that they are earning a reward and parents have taken this on board.</p> <p>The results so far show that since starting show that we have 62% of our pupils actively travelling to school. We cannot compare this to previous years as we started the initiative in the Spring term. We do, however, now have the data to compare in the future.</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
<p>The introduction of the new scheme of work has led to increased enjoyment in PE and staff confidence and support for teaching PE as well as a much broader variety of activities. Support from ES with introducing new activities from the scheme has been well received.</p>	<p>All staff feel much more confident and enjoy teaching PE more. Many staff have stated that the plans are much easier to follow and there is a lot less repetition than our previous scheme allowing for more progress of pupils. Staff feel well supported from the Specialist PE teacher in developing their subject knowledge and confidence in PE. Staff are now more confident in teaching the PE scheme of work as Get set 4 PE has extensive lesson plans, including picture resources and videos to further support teachers who need this. It also has many endless activities to encourage physical activity through 'brain breaks' and helping families increase physical activity together at home with minimal resources needed. It is also promoting a wider range of activities and there is better progression across school.</p>	<p>We will continue to subscribe to Get Set 4 PE as our PE scheme of work and look to use more features that are available.</p>
<p>Increased amount of physical activity within the school day and beyond.</p>	<p>Through the introduction of various initiatives, such as Zoning at lunchtimes, WOW travel tracker to promote active travel, delivering, monitoring and incentivising active minutes, as well as the weekly promotion of physical activity at home via the newsletter has all increased the level of activity within our school day and beyond as well as promoting a positive culture around PESSPA.</p>	
<p>A wider range of extra-curricular clubs and competitions have been available for pupils. Children in key stage 1 and 2 have had the opportunity to attend competitions including children with SEND.</p>	<p>Due to these opportunities, we have had more pupils taking part in clubs, competitions and festivals throughout the year. Six attendees were pupils with SEND. This has</p>	

<p>This has been hugely popular and a great way of building on skills which they have been acquiring through 'Get Set 4 pe'.</p> <p>We also had a Paralympian come to school to deliver a circuit and assembly to inspire our pupils.</p>	<p>given our pupils a broader experience of different activities and participating alongside other schools. We are also proud to have achieved the Bronze School Games award for the second year running.</p> <p>The Paralympian visit provided a super role model for our pupils and reiterated that everyone can excel in some form of PE. Children and staff found him highly inspirational.</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?	12%	<i>Closure of the local pool has meant that we have had to travel over 1.5 miles to access the nearest swimming facility. We used to walk to our local pool, but now have to get a coach, which has significantly increased the cost of our swimming provision. Unfortunately, the pool closure happened only a couple of weeks into the school year. This resulted in us having to source a new swimming provider, which proved a challenge due to demand in the area. This has resulted in us not having swimming provision for part of the year. Swimming has cost 2.5 times the original swimming budget, mainly due to travel and inflation. We normally plan and budget for Y6 pupils to have a week of Intensive sessions in the summer term (our normal provision is for Year 4 pupils) but this has not been possible this year due to pool availability and significantly increased costs. Our normal swimming provision is for Rowan class, and we have provided additional swimming for Chestnut class in preparation for them swimming when they enter Rowan class.</i>

What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	12%	<i>As above</i>
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What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	50%	<i>Children in Rowan and Chestnut class have also undertaken a water safety course provided by the charity half-fish (delivered at school) to promote water safety. Children are able to demonstrate and discuss water safety skills fluently. Feedback from the children has been extremely positive.</i>
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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?	Yes/No	<i>£3762 to allow Chestnut class to have additional swimming in preparation for them to attend in Rowan class.</i>
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Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	
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Signed off by:

Head Teacher:	<i>Lisa Banks, Headteacher</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Atya Parveen, PE lead</i>
Governor:	<i>Sid Rifai, Chair of Governors</i>
Date:	19/7/24