



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 |
|---|--|---|
| <ol style="list-style-type: none"> 1. Zuko Sports lunchtime leads. 2. Mindful Movement 3. Scootability 4. Sports Day 5. Football area in playground (Smooga) | <ol style="list-style-type: none"> 1. Children engaged in extra activities during lunchtimes and were able to take part in different activities. This was really successful in ensuring children were taking part in extra physical activities. 2. Children were able to develop tools for their mental health that were active and support their mental health and well-being. 3. Children developed road awareness on their scooters. 4. Children were able to take part in competitive sports. 5. Children have enjoyed the experience of using a flexible, designated area for development of their sporting skills encouraging monitored team activities for all children. | <ol style="list-style-type: none"> 1. We would like this to continue again due to the encouragement of physical activities on the playground. 2. This was really valuable for children, especially in Year 6. 3. We would like to continue this for next year. 4. To look at venue for next year. 5. To develop games in this area. <p>There needs to be more of a focus on the curriculum and developing teachers skills in PE.</p> |

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>1. Extend the range of physical activity at lunchtimes and playtimes (through activities, coaching & resourcing) to engage more pupils in sustained physical activity so that they are physically healthy, which will impact on mental well-being and capacity to learn.</p> | <ul style="list-style-type: none"> 1. Zuko Sports Company to plan and deliver lunchtime sports coaching sessions for all year groups 5 days a week. · 2. Lunchtime staff to supervise and participate where appropriate, so that they are up-skilled and they are setting an example to children. · 3. PE manager to gather feedback from pupils and staff regarding impact on learning during afternoons and progress made in skills development. | <p>Key indicator 1: The engagement of <u>all pupils in regular physical activity</u> – 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"> 1. Pupils show enjoyment in Sports sessions, particularly enjoying the range of activities that they experience. They are all able to talk about what they have got better at over time, and how this exercise is contributing to their health and wellbeing. 2. This activity helps the school to provide the full 2 hours quality PE and Sport in addition to the regular PE lessons. 3. Teachers comment on the increased skills demonstrated by children, but full impact over time not measured. Due to available funds we were able to appoint a second lunchtime lead in the Summer Term. | <p>£8325</p> |

| 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 |
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| <p>1. To actively encourage pupils to take on leadership roles to improve physical activity during Breaktime/ lunchtimes. (Playtime Buddies)</p> <p>2. To develop children’s engagement in physical activity through Scootability (y4) and bikeability (y6)</p> | <p>1. To develop active play leaders from Year 5 and Year 6 to support the engagement of children in Year 3 and Year 4.</p> <p>2. Organisation of ‘Scootability’ and ‘bikeability’; for Year 4 and y6 children, so that they can take part in sessions.</p> | <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> | <p>1. develop multi sports skills and foster enjoyment of activity during lunchtimes and to develop play lead roles. Children have been very keen to continue the role as they have built confidence and enjoy the role. ‘I love helping the children play games’.</p> <p>2. Children develop their road awareness, and safety, ready to use when they are outside school. There has been an increase of children using scooters to and from school.</p> | <p>£3000 (3039.80)</p> <p>£400 *</p> |

| 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 |
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| <p>1. To train staff in dance and gymnastics.</p> | <p>1. Explore training opportunities for teachers in dance and gymnastics so teachers will be confident and skilled teaching dance and gymnastic lessons.</p> <p>2. This will also be supported through Dance live, where Year 6 children will work towards a live performance at the Guildhall.</p> | <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> | <p>1. Children are developing key skills in dance, this includes sequence of movements to music. Children are fully engaged in lessons.</p> <p>1. Children are developing key skills in gymnastics and also safety when using equipment. Children are fully engaged in lessons.</p> <p>1. Lessons are providing teachers with CPD to develop the teacher's knowledge on Gymnastics and Dance lessons.</p> <p>2. We decided to support children through Funk Format due to the style of dance. See next section.</p> | <p>£2000</p> |
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| 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 |
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| <p>Additional achievements:</p> <p>1. To train Year 4 staff in street dance and children to</p> | <p>1.Children will take part in Street Dance sessions led by Sasha (Funk Format). This will lead to a performance. Teachers will be gaining</p> | <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> | <p>1. Children developed hip hop dance skills, this really developed the confidence of boys dancing in Year. We were also able to</p> | <p>£2000</p> |

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| <p>develop the skills of street dance.</p> <p>2. To develop opportunities for an inclusive curriculum.</p> <p>3. To promote the Mental Health and Wellbeing of children across the school.</p> | <p>professional development in these sessions.</p> <p>2. Children in KS.2 will have opportunities where children recognise the importance of physical activity no matter what their ability. We will have a group of SEND that will be supported in their fine and gross motor skills.</p> <p>Children in Year 6 will take part in Mindful movement sessions to support their mental health. This will focus on the transition from Year 6 to secondary school.</p> | | <p>support Year 6 in hip hop lessons to develop their skills and confidence to perform for their end of year show.</p> <p>2. Children who need extra support, have developed their fine and gross motor skills with Coral (Mini Athletics).</p> <p>3. Children better manage their emotions through both verbal and physical strategies.</p> | |
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| 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>Increase participation of all pupils in competitive sport by entering into more sports competitions within school and local area</p> | <p>Sports Day including track co-ordinator at local sports facility</p> | <p>Key indicator 5: Increased participation in competitive sport</p> | <p>Children had the opportunity to compete against their peers in a different sporting environment. The feedback from the children was that they really enjoyed having this opportunity encouraging a</p> | <p>£750</p> |

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| | | love of sport. | |
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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 |
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| <ol style="list-style-type: none"> 1. Zuko Sports lunchtime activities 2. Mindful Movement Sessions 3. Scootability 4. Sports Day (Competitive Sports) 5. New Curriculum plans for PE 6. SEN support for children in PE. | <ol style="list-style-type: none"> 1. Extra Zuko sport activities to promote physical development. 2. Children developed tools to support their mental health and well-being. 3. Children develop road safety on a scooter and will be able to demonstrate different scooter skills. 4. Children were able to take part in organised sports activities which were also open to parents to come and watch. They were able to develop their physical skills and develop their stamina. 5. Teachers have more consistent PE sessions, this has also developed the teacher's subject knowledge. Children have high quality lessons. 6. Key children in year groups have shown progress through a baseline assessment and what they are demonstrating in class. We will then conduct an end of term assessment at the end of this term. | <ol style="list-style-type: none"> 1. We would like to continue to offer more of these opportunities next year and potentially continue with an extra Skilful sports lead if budgets allow us. 2. We will continue the sessions next year for Year 5. (Core group of children impacted by Covid). 3. There was an increase of £100, which we have been able to cover through a lower spending in another area of the curriculum. We have also bought additional bike and scooter racks due to the increase of children coming into school using bikes/scooters. We are also going to support Bikeability in Year 6. 4. We would like to organise this again for next year with the support of Zuko Sports. 5. The Gymnast teacher will continue to be used for KS.2. We focused on planning this year and set year groups had Gymnastic lessons and dance lessons. 6. Mini athletics will continue next year for key children with SEN needs for physical development. |

Swimming Data


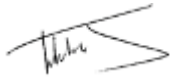
Meeting National Curriculum requirements for swimming and water safety.

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> |
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| What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres? | 25 % | <i>Use this text box to give further context behind the percentage. e.g., 30% - we are struggling to get pool space due to our local pool closing so we have had to use a much smaller local school pool. We have had to limit the number of pupils attending swimming lessons during one term which means some pupils have attended fewer swimming lessons than others.</i> |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? | 25% | <i>Use this text box to give further context behind the percentage. e.g., Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2024</i> |

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| <p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p> | 48% | <i>Use this text box to give further context behind the percentage.</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> | No | |
| <p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p> | No | |

Signed off by:

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| Head Teacher: |  Rachel Carlyle |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | <i>Helen Richardson- Senior Assistant Headteacher</i> |
| Governor: |  Hugh Whitaker, Chair |
| Date: | 22/07/24 |