



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 (2023/2024)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
- To continue the activities for Active 30, to ensure pupils are active for at least 30 minutes every day. - Desired attitudes and behaviours, both learning and general, begin to be evident during play and lunch times with pupil leaders taking responsibility to ensure activities during these times are successful. - All staff to receive CPD on OPAL play to ensure maximum benefit for pupils. This includes building knowledge and confidence of how to give structured support and to guide pupils on identifying their next steps. - To ensure that the curriculum offers pupils opportunities to develop core skills through expectations and the continued development of floor books to share good practice. - Pupil leadership roles: Forest Leaders for all year groups, Play leaders from Year 4 & 5 and Sports Captains from Year 6. - Core physical activity in our school is a varied and broad offer, catering for the wide range of individual skills and	Years 1 – 6 have timetabled Active 30 activities which include using the facilities of the local area. These are now established. Pupil led clubs and play leader sessions are established which has seen more pupils engaged and active during break and lunch times, resulting in less incidents involving behaviour. The OPAL play project has begun and key staff and pupils have been involved in designing a programme and environment which will benefit our pupils. This work is ongoing. OPAL play, Early Excellence and Balanceability programmes have been introduced with resources purchased. This has allowed a variety of activities to be offered which cater for the differing needs of our pupils. These resources are used throughout the day during lessons and break times. As a result pupil	The use of outside agencies and their programmes will continue so that good practice is embedded and becomes second nature. CPD of staff, particularly MDMS must continue so that children's' differing needs and learning styles are understood by all stakeholders. The profile of a healthy lifestyle continues to be a focus and the promotion of this must remain a priority. This will remain a focus to encourage all staff to be reflective in their practice, ensuring challenge and consolidation are offered between and during individual sessions. Continued effort must be made to develop relationships with organisations in our community and with our parents to educate and promote the

preferences of our pupils. This is delivered through outdoor learning activities, including forest school inspired sessions, OPAL play, Balanceability and after school enrichment sessions in addition to the PE National Curriculum.	engagement and involvement in physical activity has increased.	benefits of being active.
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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
- To ensure planning and implementing outdoor learning is clear, targeted and recorded. - Staff complete CPD on observing and challenging pupils during outdoor learning sessions to ensure development and progress of skills are measurable. - To ensure that the curriculum offers pupils opportunities to develop core skills through expectations and the continued development of floor books to share good practice. - To continue to provide CPD opportunities for all staff members so that they feel confident in delivering a range of activities. - Staff's curriculum knowledge has developed and is applied, ensuring all children are appropriately challenged. - Staff are confident to develop pupil involvement during lessons so pupils can assess and evaluate core skills through self & peer assessment. - Relevant vocabulary and questions are planned for to challenge learning. Learning Behaviour and School Values vocabulary is integrated and regularly used in teaching and feedforward. - Teachers are thinking in a more cross	Teachers and Teaching Assistants. Pupils – as they will take part.	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. Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.	- Use all staff to observe and evaluate learning during the lesson to aid assessment and future planning. - Outdoor learning sessions to be utilised fully by adopting a 'plan, do and review' style to encourage pupils to think critically. - Use of assessment to inform planning and adapt it where necessary to ensure teaching of core skills, audit of resources, audit of teacher knowledge, tracking of pupils, pupil involvement in assessing and evaluating core skills through self & peer assessment. Subject leader to monitor. - The use of planning documents and floor books have enabled staff to ensure relevant vocabulary and questions are incorporated into lessons. - Revisiting, evaluating and recapping of previous learning helps pupils to understand and follow their	£14 000 – Muddy Puddle Teacher to work with all staff CPD to ensure all pupils are challenged appropriately during physical activity.

curricular way to use PE as a vehicle for learning in other subjects. • Use of a variety of resources and teaching styles to accommodate different learning styles and intelligences. • Pupils display key learning behaviours and can use them effectively ensuring that they are active learners who want to learn. • Pupils are able to communicate their thoughts, progress and next steps accurately and effectively. • Pupils' independent and teamwork skills are developed so that they demonstrate behaviours that they can use for lifelong learning to adopt a lifelong healthy lifestyle. • Sports Captains to organise inter-house events (4 events). • Individual achievements recognised. • To develop Healthy Schools Competition.		Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils Key indicator 5: Increased participation in competitive sport.	learning journey which informs self and peer assessment. • Oracy has been a focus this year with communication skills at the forefront. The use of pupil presentations and demonstrations have been an effective vehicle for this learning. • Encouragement of good sportsmanship and positive attitudes remain a priority. • Competition Captains are to organise competitions throughout the year in a variety of disciplines.	£2500 to purchase equipment to ensure an inclusive environment for all pupils to access physical activity appropriately. £2000 for trophies to be purchased and necessary equipment to complete the activities in the competitions.
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Key achievements 2024-2025

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

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?	85%	Swimming is offered to pupils in Years 4, 5 and 6. This has given pupils more time to consolidate their skills and improve water confidence.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	78%	Having swimming offered in several year groups has seen an increase in pupil participation in swimming lessons externally which has increased skill levels.
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	63%	An increase in pool time has seen pupils' confidence grow.

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	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	

Signed off by:

Head Teacher:	Isabel Quinn
Subject Leader or the individual responsible for the Primary PE and sport premium:	Michelle Minchin PE Subject Lead
Governor:	Jamie Cadden Foundation Governor
Date:	22/07/2024