



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
<p>Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <ul style="list-style-type: none"> Silver SLA Package to support new PE leader. (£1,995) 	<ul style="list-style-type: none"> SLA package provided assessments in Autumn term followed by CPD for staff. Buying into the SLA package this year has been invaluable to helping the new PE lead to lead and teach the PE curriculum this year. The impact has been that the quality of PE teaching has been at least good across the school. 	<ul style="list-style-type: none"> School will purchase silver SLA for 24-25. This will continue to provide support to PE lead and help develop their CPD. SLA also provides assessment of children from Yr1-6 which teachers will use to inform their planning and provide suitable provision of fundamental physical skills.
<p>Key Indicator 1: : Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <ul style="list-style-type: none"> Get Set 4PE Subscription (£550) 	<ul style="list-style-type: none"> Staff felt Get Set 4 PE help them deliver comprehensive, well-planned lessons. 	<ul style="list-style-type: none"> Continue to subscribe to Get Set 4 PE. This allows continuous support and well-planned lessons. This will be beneficial as teachers continue to grow in confidence and for staff who teach PE in different year groups. Get Set also provides videos/demonstrations for children to watch before sessions.

<p>Key Indicator 2: Engagement of all pupils in regular physical activity</p> <ul style="list-style-type: none"> Target: To increase participation of physical activity in unstructured play time for all pupils and contribute towards the development an active playground through support from OPAL playground. 	<ul style="list-style-type: none"> Staff have received CPD through OPAL for development of areas within school to increase activity. Impact of staff development has been positive and pupil voice shows the children enjoy the opportunity to play various sporting games during lunchtime. Staff are becoming more confident to allow children to play, develop resilience and ultimately be more active for 30 minutes Pupils have opportunity to play in the wheeled zones on bikes and scooters. There is a zone for children to run and skip. Resources have been purchased for children to play on and encourage activity. Pupil voice demonstrates the children enjoy being active. per day. 	<p>Review of OPAL spending:</p> <ul style="list-style-type: none"> Buy play equipment to support OPAL- £1565 Contribute towards the development an active playground through support from OPAL playground -£1000 Train staff through OPAL playground (additional training for lunchtime supervisors). £500 Hall storage £3000/Storage shed £1400- Investment in storage for all new resources to allow children to access them safely and to ensure they are stored correctly to extend the life span of the equipment. The equipment is stored correctly so that it maximises use and sustainability. OPAL has had a positive effect on lunchtimes and children are continuing to develop in their activity on the playground (through the support of OPAL). Children are continuously encouraged children to know how to play and take risks. This will continue next year with continuous funding allocation.
<p>Key Indicator 3: Profile of PE and sport is raised across the school as a tool for whole-school improvement</p> <ul style="list-style-type: none"> Commando Joes Subscription (£1500) 	<ul style="list-style-type: none"> Children continue to thoroughly enjoy Commando Joes days. It always has positive feedback in pupil voice, and it was mentioned by lots of children in their celebration assemblies that these were their favourite days this year. Children were 	<ul style="list-style-type: none"> Days to continue next year and ensure that all of the days cover physical activity.

	active throughout the half daytime allotted to them.	
<p>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <ul style="list-style-type: none"> Road Safety Sessions (Free) 	<ul style="list-style-type: none"> Road Safety delivered Level 1 and 2 Bikeability sessions this year. The children were able to increase participation in at least 30 minutes of exercise per day and learn about how to be safe when using their equipment outside of school (e.g. biking or around the local community). 	<ul style="list-style-type: none"> Bikeability will continue next year to ensure that all pupils can ride a bike and to encourage pupils to cycle safely.
<p>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <ul style="list-style-type: none"> Team Challenge days to develop children's resilience and team-work. (£3000) 	<ul style="list-style-type: none"> Team Challenge days were run by 'Team Challenge Adventures'. This allowed children to take part in fun, active days (such as desert survival day). Children took part in a different activity to the previous year so that the experience was different 	<p>These sessions provide an excellent opportunity for building resilience and teamwork, which is hugely beneficial to all children.</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>Pupils continue to play highly purposefully at break and lunchtimes through OPAL.</p>	<ul style="list-style-type: none"> • Lunchtime supervisors / teaching staff on duty as they will lead activities. • Pupils – as they will need to know how to safely use equipment, they are respectful and responsible for this. • Pupils know what equipment is available to them each day. • Pupils know the equipment plays a purpose in keeping their minds and bodies healthy. • Pupils have become more creative and are enjoying playtimes more due to access of more equipment and freedom. 	<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>	<ul style="list-style-type: none"> • More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities. • Ensure that equipment is updated and checked regularly. • Equipment is available. • More funding to be given to the OPAL team in order to purchase new equipment. • As well as OPAL equipment/PE cupboard to be checked and updated with 	<p>£1500</p>

			equipment.	
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<p>Children to take part in more purposeful, active learning opportunities.</p>	<ul style="list-style-type: none"> Teachers- Use a combination of Daily Mile, Go Noodle, Brain Breaks and Core exercises to re-engage pupils and boost active minutes. Teachers should identify parts of the day when children are sitting for a prolonged period of time and use a suitable break to engage the children. E.g. A core exercise before writing to promote better handwriting. Pupils-Movement breaks given regularly to children as brain breaks. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> More focused resources to be provided to teaching staff on how they can provide children with movement breaks. 	<p>Resources for brain breaks/active learning: £500</p>
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<p>Ensure that less active children and SEN children are either re-engaged and/or confident with physical activity. Children to gain confidence and motivation.</p>	<ul style="list-style-type: none"> • Pupils-children to be picked for competition and festivals that provide an opportunity to take part in physical activity. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Continue to provide opportunities for different groups to attend competitions and festivals. • Identified SEN/less active children to be offered first choice on places in after school clubs. 	<p>Transport to events: £3000</p> <p>Clubs: £200</p>
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<p>Children understand the importance of a healthy active lifestyle and in turn enjoy leading a healthy active life style.</p>	<ul style="list-style-type: none"> • Pupils- Encourage to remember more through PE and RSHE lessons about the importance of physical activity. • Teachers- Use zones of regulation and use whole school approach, allowing children to decide what they need to do to regulate. Children then encouraged to move during lessons through brain breaks. 	<ul style="list-style-type: none"> • Key Indicator 3-The profile of PE and sport is raised across the school as a tool for whole-school improvement. 	<ul style="list-style-type: none"> • Select two children in each class and track their activity. Through discussion ask them their opinions on physical activity. • Through pupil voice track opinions of attitudes to healthy active lifestyle. • NEAT team to deliver healthy active lifestyle session to each class (Yr1-6). • All pupils have opportunities to explore physical activity of different types. 	<p>NEAT team/Silver SLA: £2000</p>
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<p>Pupils access a broad, balanced, and highly effective PE curriculum from well-trained and knowledgeable staff.</p>	<ul style="list-style-type: none"> • Teachers- Staff to receive CPD where relevant throughout the year. • Pupils-Now build upon previous skills and link learning rather than repeating skill across the year. 	<ul style="list-style-type: none"> • <i>Key Indicator 1:</i> Increased confidence, knowledge and skills of all staff in teaching PE and sport. 	<ul style="list-style-type: none"> • PE lead to observe lessons (cover needed) • NUFC coaching to take place across the year. Coach will deliver two units per class across the year. • Teachers to use Get Set 4 PE scheme to deliver sessions. 	<p><i>NUFC coach for staff development: £3700</i></p>
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<p>Children to leave EYFS with a good level in physical development</p>	<ul style="list-style-type: none"> All reception pupils leaving reception with GLD in physical development. 	<ul style="list-style-type: none"> Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. 	<ul style="list-style-type: none"> Invest in equipment for gross motor development, that builds upper body strength for fine motor development 	<p><i>EYFS equipment:</i> £2000</p>
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<p>Children enjoy a broad range of sport and exercise throughout the year.</p>	<ul style="list-style-type: none"> • Pupils- Children are highly motivated to participate and show positive attitudes towards competition. Pupils encouraged to celebrate themselves as well as others. 	<ul style="list-style-type: none"> • Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. 	<ul style="list-style-type: none"> • Carefully consider various groups of pupils when planning activities, e.g. SEND, least active, girls • Make links with local clubs. • Taster sessions as part of Sports Week and throughout the year. • Pay for external coaches and experts in their field to encourage and excite pupils. • Commando Joes 	<p><i>Coaches/clubs in school: £1500</i></p>
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<p>Children have the opportunity to confidently participate in inter/intra school competitions.</p>	<ul style="list-style-type: none"> • Pupils-Children are highly motivated to participate and show positive attitudes towards competition. Pupils encouraged to celebrate themselves as well as others. 	<ul style="list-style-type: none"> • Key Indicator 5: Increased participation in competitive sport. 	<ul style="list-style-type: none"> • Continue to put forward teams in competitions. • Continue to provide intra school competitions but more frequently. 	<p><i>Taxi/transport: £500</i></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>Enabling all Year groups in the school to compete in both intra- and inter- school competitive sport.</p>	<ul style="list-style-type: none"> • Events attended this year include various football competition, cross country event and Boccia. Children felt a sense of pride after attending events regardless of whether they won or lost • The U11 girls football team won their tournament. • Boccia was those children with SEN was hugely beneficial and children talked about his many weeks after- showed children's raised self-esteem. • As part of Olympic Week children took part in inter-school competitions. The children thoroughly enjoyed the competitive side of playing sport against another class. E.g. Year 4 V Year 5 rounders. 	<p>Children will continue to compete next year in various events. PE lead will try to attend more events next year so that all children have to opportunity to compete.</p> <p>After the success of Olympic Week, another Sports week will take place next year so teachers have specific allocated time for school competition.</p>

<p>Ensuring that the new staff are up to a good standard with teaching and learning.</p>	<ul style="list-style-type: none"> • Staff received CPD through the observation of the NUFC coaches, who came in weekly to deliver lessons. • Through staff questionnaires, staff show that their confidence level is secure. They have benefitted greatly through observations of sport coach so that they can implement new ideas when they are teaching independently. • Get Set 4 PE also allowed teachers to grow in confidence through following a planned scheme of work. 	<ul style="list-style-type: none"> • NUFC coaching will continue next year for one afternoon per week. This will allow teachers to continue CPD through observations. • New members of teaching staff (two new members) will also benefit from NUFC coach observation. • Continue to use GetSet 4 PE so that all staff continue to grow in confidence. • Staff to attend CPD provided for by NEAT and other relevant course so that staff can become independent in their abilities to teach PE and adapt scheme planning to suit the needs of their classes.
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<p>Raise the profile of PE across the school as the whole school improvement plans.</p>	<ul style="list-style-type: none"> • Sports Day- Parents invited to sports day to allow children to display what skills they have worked on all year and allow an opportunity for intra-school competition. • Olympic week- Throughout the week children had the opportunity to engage in the following workshops: Hoops for Health, Catalyst Cheer, Archery and Football coaching. These events were taught in line with Olympic values to raise the profile of competing in sport activities. Sports and Olympic themed competition made a great impact of children as children displayed great enthusiasm during this week; this was relayed to staff by parents and was evident in the 'buzz' around school. • Sports Reporters- A group of children from KS2 were given the opportunity to report on sporting activity in school, competition and events which children did out side of school. There reports were published in a Sport School Newsletter at the end of each half term. 	<ul style="list-style-type: none"> • Sports Day will take place on annual basis as well as another Sports Week. Incorporate both in the same week. Ensure access for all children. • Through Sports Week give access to new sports which children have not tried and different from that in Sports Week 23/24. • Continue with Sports Reporters with a focus on Year 5/6 students. These students will have had a years experience therefore should start becoming more independent and be able to produce newsletter/media for parents with a smaller amount of teacher input.
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<p>Multiple clubs offered as part of the extra-curricular programme across the school (from Reception to Year 6).</p>	<ul style="list-style-type: none">• Clubs offered have included: Basketball, Multi-skills, Team Games, Football (all year groups), Irish Ballet, Running Club, Taekwondo, Gymnastics, Netball and Tennis.• Uptake in clubs remains positive. When questioned most children in school have attended at least one sport club in school.	<ul style="list-style-type: none">• Survey of parents showed that views on clubs were largely positive. Parents did comment that they would like clubs to give access to all key stages as this would allow easier pick up times. Therefore next year most clubs will be inclusive for key stage one and two.
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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?	84%	Children attended a local a local swimming pool for a two-week block in their Autumn term. In a cohort of 30 there are six children who cannot swim 25 meters competently.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	84%	Children attended a local a local swimming pool for a two-week block in their Autumn term. In a cohort of 30 there are six children who cannot use a range of strokes.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>84%</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>No</p>	<p>Those children did not receive top-up sessions.</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>YNo</p>	<p>Children receive swimming and water safety lessons through the local swimming pool.</p>

Signed off by:

Head Teacher:	<i>(Name)</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>(Name and Job Title)</i>
Governor:	<i>(Name and Role)</i>
Date:	