



The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated July 2024



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
<p><i>Increased daily activity across the school throughout the day for all pupils.</i></p>	<ul style="list-style-type: none"> ➤ <i>Increased number of pupils took part in more sports activities through the clubs on offer (dance, dodgeball, multi-sport, football, basketball, running, ultimate Frisbee and gymnastics).</i> ➤ <i>Pupils had access to clubs they might not have been able to access at home. More active minutes for all pupils (tracked on participation tracker).</i> ➤ <i>Pupils spoke positively regarding clubs / Pupil Voice.</i> ➤ <i>High uptake of after-school clubs and positive comments from parents and children.</i> ➤ <i>Monitored lessons (heat maps) and ensured active participation in movement breaks and active learning.</i> ➤ <i>Greater engagement in lessons, evidenced through tracking and observations.</i> ➤ <i>Increased number of pupils walked to school (Walking bus).</i> ➤ <i>Increased active minutes per day across the school.</i> ➤ <i>Increased engagement at playtimes from all pupils due to increased area to play in/activities.</i> <p><i>Additional space created for pupils to utilise throughout the academic year.</i></p>

<p>Ensured the school was aware of the importance of sport and movement/activity and encouraged all children to be involved in sporting celebrations.</p>	<ul style="list-style-type: none"> ➤ Pupils were excited to show their achievements in sports. This was in class, celebration worships and via the whole school dojo.
<p>Increased confidence for staff in KS1 and KS2 led to enhanced, consistent teaching and learning for children. Awareness of up-to-date legislation were enhanced for staff, and therefore pupils experience was of a higher standard.</p>	<ul style="list-style-type: none"> ➤ Confidence from staff increased. Staff gained further knowledge of the specifics of sports terminology and ideas for delivery. Increased 'ways in' for SEND children. ➤ Primary PE subject specialist's MTP and STP were embedded to a full extent. Children had a consistent approach and a clear progression in each area of their PE learning. ➤ Staff and the subject leader had full awareness of PE safety aspects.
<p>Increased the experiences available to children at PaWS with Primary subject specialist. Offered cricket taster, swimming, dance, orienteering and hockey taster sessions. Introduced new ways of engaging in physical activities and increased awareness of school grounds and the sport of stoolball.</p>	<ul style="list-style-type: none"> ➤ Pupils had a wide understanding of the sports on offer. Promoted in class, worships, Arbor and via school dojo. ➤ Pupils had more awareness of the school's surroundings and used the space for physical activity in a directed manner. Pupils could identify orienteering signs and follow directions; this was included within PE and Forest School lessons. Specialist training was also provided to teaching staff. ➤ Pupils could use the correct equipment and had more successful lessons. Further equipment was purchased for the pupils to use.
<p>Children gained positive skills such as teamwork, a sense of belonging, and enjoyment from competitive sports activities. This was linked to our PE and school games values (Determination, Honesty, Passion, Self-Belief, Teamwork and Respect).</p>	<ul style="list-style-type: none"> ➤ Pupils/parents had positive comments about sports day/week and activities. ➤ All children accessed, at some level, with teamwork seen and sportsmanship evident across the days. ➤ Pupils experienced challenging intra-school and inter-school competition, building resilience and team spirit. ➤ Pupils talked positively about their experiences and showed greater skills in the sport when they returned to school and shared with their peers.

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>Provide physical activity on various surfaces and locations.</p> <p>Led by Sports Leaders and/or MDSA's at lunchtime.</p>	<p>Increased choice and variety for our pupils to participate in.</p>	<p>Key indicator 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> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>86% of our pupils from pupil voice survey reported that they regularly participate in the games available, such as running, jumping or throwing and that they only sit down when eating their lunch.</p> <p>Decrease in behavioral incidents at lunchtimes due to parents being engaged more.</p>	<p>£2960</p>
<p>Walking Bus to encourage additional time being active and reduce parking congestion around the school site.</p>	<p>Pupils can participate in a daily physical activity where they join one of two walking buses. They can walk from the Castle carpark to school or from the local pond to school in the morning. This goes towards their 30-minute additional daily total in a friendly environment with an emphasis on keeping active.</p>	<p>Key indicator 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> <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.</p>	<p>Additional Bus passes created and lanyards produced due to an additional walking route added.</p> <p>Regular bookings for registers and walk-ins on the day also recorded. Data recorded on activity tracker.</p>	<p>£1950</p>

<p>Increased the offer and variety of clubs. A particular focus on PP children and SEND.</p>	<p>Increased choice and variety for our pupils to participate in.</p>	<p>Key indicator 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> <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.</p>	<p>External sports company: Sportitude offer extra-curricular provision as well as holiday clubs. Discounted places and/or funding available for PP and SEND pupils.</p> <p>The number of PP and SEND children attending clubs to be monitored across the year through surveys and our participation data tracker.</p>	<p>£380</p>
--	---	---	--	-------------

<p>School sporting achievement recognised and celebrated publicly.</p>	<p>Pupils: who are always proud to share their achievements and be presented in celebration worship. Children are inspired to participate in clubs and/or put their name down on a signup sheet because of the celebrations.</p> <p>Houses: there is a positive energy around the school regarding house teams and the school championship.</p>	<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<p>Sporting Icons celebrated across the school from a diverse cross-section of people (women, ethnic minorities and sexual orientations).</p> <p>KS2 to write sports reports as part of using sport to improve writing motivation. Improved writing outcomes as opportunities given for cross-curricular writing.</p> <p>Increased number of sports trips, to see elite athletes for all year groups.</p>	<p>£450</p>
--	---	--	---	-------------

			Any contact details for clubs saved. Photos/other celebration material to be displayed on PE/sports School Games wall and shared on the school social media page.	
<p>Whole school sports week to coincide with National Sports Week and raise the profile of sport, promote our school, and sport values.</p> <p>Various opportunities (including fundraising, external club visits and sports days) made available.</p>	<p>Increased choice and variety for our pupils to participate in.</p> <p>Houses: there is a positive energy around the school regarding house teams and the school championship.</p>	<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	Any contact details for clubs saved. Photos/other celebration material to be displayed on PE/sports and School Games wall and to be shared on the school social media page and/or dashboard.	£1450
<p>Staff confidence to be increased.</p> <p>Teaching of PE is of an excellently high standard across the school (good to outstanding).</p> <p>Progress among pupils is to be “expected” (good) at a minimum for all pupils.</p>	<p>Teachers: they will receive CPD in PE, with a focus on personal areas for development.</p> <p>Primary PE specialist, who will work alongside teachers to deliver curriculum content, with the expectation that teachers use this to develop their own skills.</p>	<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Introduce more team-teaching lessons to be monitored by PE specialist.</p> <p>Feedback given from PE specialist about the confidence levels of staff shows an improvement.</p> <p>Further CPD opportunities to be advertised to all staff as they become available</p>	£7000

			and staff voice evidences this improvement.	
<p>The number of children attending extra-curricular clubs is increasing throughout the year as evidenced in our data tracker.</p> <p>With further teacher training, broaden the availability of extra-curricular opportunities.</p>	<p>Pupils: by having a range of extra-curricular clubs available throughout the year for all ages and ability levels lead by different teachers.</p> <p>PP, SEND and inactive pupils. Target children to be highlighted through surveys.</p> <p>Pupils: clubs made available before school, at lunchtime and after school.</p>	<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Staff continue to run clubs based on passion and specialism.</p> <p>Continue to link with other schools (primary and secondary), and external coaching providers thus providing our pupils with increased opportunities.</p> <p>Ensure all pupils have opportunities to represent their school (not necessarily competitively).</p>	<p>£1800</p>

<p>Increased the offer and variety of clubs. A particular focus on PP children and SEND.</p>	<p>The number of PP and SEND children attending clubs, who are monitored across the year through surveys and our participation data tracker.</p>	<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Pupil voice and parent feedback taken from and for the children attending these clubs is on the whole positive.</p> <p>Teacher feedback on how the clubs have had an impact on learning in the classroom is on the whole positive.</p> <p>External sports company: Sportitude offer extra-curricular provision as well as holiday clubs. Discounted places and/or funding available for PP and SEND pupils.</p>	<p>£380</p>
<p>Use Worships to share awareness of different sports.</p>	<p>Pupils: across the school will be given the opportunity to access a cricket taster session/workshop, led by a specialist cricket coach.</p>	<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Pupil voice and parent feedback taken from and for the children attending these external clubs shows a positive impact.</p> <p>Teacher feedback on how the clubs have had an impact on learning in the classroom.</p>	<p>£200</p>

<p>Increase awareness of sports not included in the curriculum.</p>	<p>Pupils across the school. All to be given the opportunity to access a table tennis taster session/workshop, led by a specialist table tennis coach.</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<p>Pupil voice and parent feedback taken from and for the children attending these extra-curricular clubs is positive.</p> <p>Teacher feedback on how the clubs have had an impact on learning in the classroom is positive.</p>	<p>£300</p>
<p>Pupils to be confident in water.</p> <p>Pupils to receive professional swimming teaching during the year.</p>	<p>Year groups to receive swimming lessons weekly during specified terms.</p> <p>Resources purchased to support staff in swimming training.</p>	<p>Key indicator 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> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Children build on skills learnt year on year.</p> <p>Children encouraged to continue swimming externally.</p> <p>Trained staff maintained as lifeguards.</p> <p>CPD researched and made available for members of staff.</p> <p>PE Specialist Teacher able to offer feedback to swimming teachers about what worked well and what could be developed for next year.</p> <p>Year 6 pupils who are unable to swim will be offered</p>	<p>£2470</p>

			additional lessons for a term before leaving the school.	
<p>Continued participation in the ESPEA.</p> <p>Football teams developed across a range of year groups (aid of Sportitude).</p> <p>Friendly competitions and intra-school events to be organised every term in a range of sports, not always in traditional sports and to coincide with the terms topic.</p>	<p>Pupils participating in competitive events at an inter-school and intra level.</p> <p>All pupils to have opportunities through competitions and mini games at events such as development festivals etc.</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<p>Continue partnership with the ESPEA.</p> <p>Continue linking with local schools where possible.</p> <p>Pupils encouraged from EYFS to create a lifelong love of sport and physical activity therefore increasing participation as they move through the school and this is evident through positive pupil voice.</p> <p>To target and increase those representing the school.</p> <p>We plan to increase this particularly in terms 4, 5 and 6 with extra outdoor opportunities.</p>	£200

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
<i>Sponsored Run/Walk for Partner School – Mnaida Primary School.</i>	<i>Increased physical activity promotes active and healthy lifestyles and raises money for a great cause.</i>
<i>Walking Bus.</i>	<i>Increased physical activity promotes active and healthy lifestyles.</i>
<i>Worships and displays to celebrate achievements.</i>	<i>Raising awareness among children, celebrating success, and linking achievements to our school values.</i>
<i>Active lifestyles outside of school.</i>	<i>Highlighting the positive physical and mental effects of being active.</i>
<i>Purchasing of equipment.</i>	<i>Ensuring children have the correct equipment and every chance to succeed and participate.</i>
<i>Links from EYFS, Year 3 & Year 6</i>	<i>Encouraging activity, competition, and smooth transitions.</i>
<i>CPD for all staff</i>	<i>Providing higher quality teaching and learning for children.</i>
<i>Sports Week & National Sports Week</i>	<i>Fostering community involvement through a range of activities.</i>
<i>Increased competitive sport</i>	<i>Promoting involvement in competitive sports that align with our school values.</i>
<i>Opportunity to attend more clubs.</i>	<i>Offering more opportunities for children to participate in sports through the lens of gender.</i>
<i>Ways in for SEND</i>	<i>Ensuring equality in sports, making them accessible to all.</i>
<i>Sports and Play Leaders</i>	<i>Developing positive role models who lead sporting activities and promote physical activity.</i>
<i>PaWS Dojo / Celebration Worship</i>	<i>Celebrating children's successes.</i>
<i>30 Active Minutes beyond school.</i>	<i>Providing and tracking for at least 50% of our pupils.</i>

<i>Inclusion and equal opportunity within sport, by adopting a Physical Literacy informed approach.</i>	<i>Consistently creating participation experiences that focus on how pupils move, connect, think and feel.</i>
<i>Engaging with external providers who can deliver opportunities within our school.</i>	<i>Positive Experiences and developing our Sports Culture.</i>
<i>Having a formal structure to engage our Sports Leaders across the academic year.</i>	<i>Youth Engagement, supporting competition within school.</i>
<i>Participating in as many inter-school level sports as we can within the community.</i>	<i>Scale and Reach. Providing a variety of sports to expand experiences.</i>

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 meters?	65%	<i>We are up 5% on last year, but we struggle to get to a pool due to our location and the cost of travel. We rely on parent/guardians to transport their children. We have attended two galas both, which were developmental galas. However, we had to limit the number of pupils attending which means some pupils have had less accessibility to swimming in Year 6 than others while at school.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	59%	<i>We had Year 6 pupils participate in the galas this academic year. We collated data of pupils regarding what community clubs they participate in outside of school. 5% of Year 6 pupils still take swimming lessons. 20% swim regularly for fun.</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>48%</p>	<p><i>This is an area we will ask swimming teachers to focus on when working with pupils in the future. Providing elements of safe self-rescue techniques will be given to all.</i></p> <p><i>Opportunities will be sought for less experienced year 6 swimmers to take part in additional swimming sessions.</i></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>Yes/No</p>	<p><i>Opportunities will be sought for less experienced year 6 swimmers to take part in additional swimming sessions.</i></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>Trained swimming teachers are used to support lessons.</i></p>

Signed off by:

Head Teacher:	<i>Mr. Luke Paramor</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Mr. Alistair Peters</i>
Governor:	<i>Mr. Michael Hilton</i>
Date:	05/07/24