



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>-Shoulder to shoulder coaching to be provided for all teachers (from team theme and PE lead). 75% of teachers to receive support within planning and delivery of PE lessons.</p> <p>-Maintain clubs to be offered through Team theme, Starlights cheer and dance.</p> <p>-Work alongside Olympia boxing to facilitate clubs.</p> <p>-Accept all invitations for competitive fixtures.</p> <p>-Host festivals in at least 2 sports in order to ensure all SEN and Disadvantaged pupils have the opportunity to participate in inter-school competitions.</p> <p>-Maintain intra-school competition rates.</p> <p>Create 18 further roles for Sports Leaders.</p> <p>-Continue lunch time club to train SLs.</p> <p>-Provide SLs with further leadership responsibility within inter-house competitions.</p>	<p>Teachers report a higher rate of support and confidence compared to last year.</p> <p>57 clubs provided across the year.</p> <p>Engagement rates are maintained through a variety of clubs.</p> <p>249 children represented the school in external competitions</p> <p>Maintain % of pupils competing within the inter-house framework:</p> <p>2556 opportunities taken throughout the year (436 more than last year)</p> <p>Increase the % within target groups of those competing in inter-school competitions:</p> <p>SEN – 1.47% increase DIS – 2.92% increase</p> <p>Increase the % of target groups competing outside of school:</p> <p>SEN – 4% increase DIS – 2.68% increase</p> <p>Sports Leader unit within Y5 PE to help promote and develop the skills needed to be a Sports Leader for the whole Year Group.</p>	<p>23/24 focus will be:</p> <p>Broad curriculum, providing new opportunities:</p> <ul style="list-style-type: none"> -Children (Y3-Y5) are provided with 2 hours of curricular PE a week, as directed by the government (2 x 1hour sessions). - All year groups receive School Swimming lessons. - Introduction of PA to work alongside SMSC. <p>Continue to employ and train active play midday supervisors.</p> <p>Continue to support Teaching Staff in the delivery, understanding and ability to differentiate PE, through the use of a specialised Sports Coach once a week (agreed through contract this will be a Senior Coach).</p> <p>Continuation of planning and differentiation PDMs to support staff.</p> <p>Maintain clubs to be offered through Team theme, Starlights cheer and dance.</p> <p>Provide new club opportunities with a diverse range of sports. For example, the Introduction of Dragon ball into the curriculum, providing the opportunity to have an experience day and offer a new club.</p>

	53 Sports Leaders across the school:	
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- Y3: 8
- Y4: 14
- Y5: 12
- Y6: 19

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>Continue to support Teaching Staff in the delivery, understanding and ability to differentiate PE, through the use of a specialised Sports Coach once a week (agreed through contract this will be a Senior Coach).</p> <p>Continuation of planning and differentiation PDMs to support staff.</p>	<p><i>All class teachers as we build confidence and competence.</i></p> <p><i>Every pupil as they access two hours of HQPE every week.</i></p>	<p>Key Indicator 1 By upskilling staff, we can ensure that all pupils' will receive 2 hours of high quality physical education every week.</p> <p>Key Indicator 1 and 3 100% of pupils will be developed in their physical, cognitive, social and emotional learning, therefore improving attainment data in PE and across the school.</p> <p>Key Indicator 2 Pupils will be inspired through PE to be more active, therefore supporting the target for all pupils to be active on average 60 minutes a day, 7 days a week.</p>	<p>Use sports coach as a resource for planning and adapting PE plans. The morning will be used for the Sports Coach to discuss with a teacher from each year group, the week's plans and will support them in the following: Does it match the title page? How can it be differentiated (AMA and support group)? What will the misconceptions be? How can we deploy adults? This will train the teacher to report back to their year group to discuss these things. Long term impact – sports coach will not be required to lead these discussions/ thought processes.</p>	<p>£8000 – Teamtheme, coaching - CPD</p>
<p>Broad curriculum, providing new opportunities:</p> <p>-Children (Y3-Y5) are provided with 2 hours of curricular PE a week, as directed by the government (2 x 1hour sessions).</p> <p>- All year groups receive School Swimming lessons.</p> <p>- Introduction of PA to work alongside SMSC</p> <p>-Equipment and resources available when needed</p>	<p><i>Every pupil as it will enable them to access a wide range of subjects. Providing them with the opportunity to access things they may not be able to outside of school.</i></p> <p><i>Every pupil as they can be active more of the week.</i></p> <p><i>All class teachers as they will be looking at new subjects – broadening their subject knowledge.</i></p>	<p>Key Indicator 2 Pupils will have more opportunities to be active, therefore supporting the target for all pupils to be active on average 60 minutes a day, 7 days a week.</p> <p>Key Indicator 4 Offer a broader and more equal experience of a range of sports and physical activities to all pupils.</p>	<p>Only 68% of last year, year 6's cohort can perform a safe self-rescue. I predict that with all children swimming, the impact will soon be that 85% of children will be able to perform a safe rescue when in Y6.</p> <p>From pupil voice and school pressures, it has been noticed that children have been impacted emotionally and mentally from covid. Implementing PA across the school twice a year, will allow the children to explicitly practice personal development skill.</p>	<p>£254.96 (catch up swimming lessons)</p>

<p>Maintain clubs to be offered through Team theme, Starlights cheer and dance.</p> <p>Provide new club opportunities with a diverse range of sports. For example, the Introduction of Dragon ball into the curriculum, providing the opportunity to have an experience day and offer a new club.</p>	<p><i>Every pupil as it will enable them to access a wide range of clubss. Providing them with the opportunity to access things they may not be able to outside of school.</i></p>	<p>Key Indicator 2 Pupils will be inspired to be more active, therefore supporting the target for all pupils to be active on average 60 minutes a day, 7 days a week</p> <p>Key Indicator 4 Offer a broader and more equal experience of a range of sports and physical activities to all pupils.</p>	<p>Last academic year, 57 clubs were provided across the year. This year we will be increasing this and ensuring they stay free for all students. Clubs will also be opened to parents at a slightly later time to ensure more working parents have the opportunity to sign up. We will continue to also raise the engagement with the SEN and DIS children – providing an nature PE lunchtime club with a Team Theme coach, to encourage their participation.</p> <p>Sustainability: Continue to liaise with families and pupils to ascertain the clubs and activities that are pupils want to be attending. Continue to provide high quality extra-curricular clubs that are school funded to provide all children with an equal opportunity.</p>	<p>£7057 (Clubs hosted by TeamTheme and Starlights Cheer and Dance)</p>

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>PKI 1:</p> <ul style="list-style-type: none"> - External coach (from TeamTheme) supported all year groups in 1:1 sessions, discussing and educating them on how to adjust lesson plans accordingly, stretch and challenge the relevant pupils, deploy adults within a lesson, etc. This was to supply the adults with the tools and knowledge for when they plan PE lessons in the future. - External coach (from TeamTheme) worked with specific year groups to provide shoulder to shoulder coaching within lessons. - Supplied teachers with CPD during PDM's regarding next steps in the school curriculum - PE Lead attended Kent Primary PE conference and PE deep dive course to increase her own knowledge - Volunteer cricket coach, supported the teaching of cricket in T1. - Adaptations in Title pages to track development within lessons. - Monitored PE – Teacher/ Pupilvoice carried out. - External Dance Teacher arranged for next academic year to support in lesson planning and delivery of dance lessons. <p>PKI 2:</p> <ul style="list-style-type: none"> - All children received 2x1 hour PE per week. - All year groups received swimming lessons. Extra 'catch up lessons' were provided for some Y5/Y6 students that were classed as SEN and DIS, to provide them with the chance to gain confidence and skills within the water. - PA has been a focus throughout the year, ensuring children are working on personal growth. - Curriculum changed for next academic year to ensure all children learn more skills and cover a wide variety of sports. <p>PKI 3:</p>	<ul style="list-style-type: none"> - The use of external coaches supplying the 1:1 support on both planning and delivering lessons will enable adults to understand the thought process that is required. This will then give them the independence to do it themselves. - L-AM attendance of PE conference and deep dive course has enabled her to network and keep up to date with relevant information to improve PE within the school. - Adaptation of title pages has allowed an easier way for teachers to track progress, children to self assess their progression and for L-AM and MH to moderate the subject. - An area of weakness within the school has been acknowledged as the dance curriculum. Therefore bringing in an external coach will ensure that teachers skill set can be improved in this area (both delivery and planning), as well as ensuring the children get a good quality of education. <ul style="list-style-type: none"> - Children get access to the 'active 60' - Equal opportunity provided to pupils - PA to ensure the development of personal skills to use both inside and outside the classroom. 	<ul style="list-style-type: none"> - This has been an increase from last year and meets the compliance for 2 Hours of Direct PE a week.

<ul style="list-style-type: none"> - Number of Sports Leaders increased. All children received training with external coach. - New midday supervisors hired and trained for lunchtimes to run active play. - 'Sports Star of the Term' introduced to recognize children for their effort and how they have represented the school. - Karate expert came in for a demonstration and talk - Whole school participated in Bhangra Dance workshop <p>PKI 4:</p> <ul style="list-style-type: none"> - Dragonball was introduced to the curriculum. Y4, Y6 and SEN/DIS groups of Y3/Y3 participated in a Dragonball experience day, with an external company. - Wide range of free clubs supplied by teachers, TeamTheme and external companies: kinball, cheerleading, dance, tri-golf, ultimate frisbee, archery, etc. - Participated in the #Letgirlsplay FA football event – where the whole school participated in football matches throughout the day. This sparked a strong will from the girls within the school to continue to play football. This resulted in a Girls Football lunchtime club being run. <p>PKI5:</p> <ul style="list-style-type: none"> - The school participated in over 20 external sporting events/fixtures - Throughout the year, all children within the school participated in internal inter-house fixtures. This resulted in around 17.3% SEN and 26.06% PPM children taking part each term. - As a school we hosted a range of football fixtures and organised the Trust Inclusion event for DIS and SEN children. 	<ul style="list-style-type: none"> - More sports leaders have enabled more children to take on the responsibility. It has also helped improve active play at lunchtimes/breaktimes. - More midday supervisors trained to lead active play, increasing active minutes and reducing behavior incidents. - Expert inspired children to try a range of activities, educating them in the process. <ul style="list-style-type: none"> - Supplying a wide range of sports for the children to access ensures that there is an opportunity for all children to find something they enjoy that keeps them active. Especially for those particular groups of children that would not usually have access to it. - Providing girls with the opportunity to share their views on football and allow them a safe place to play, has had a huge impact on their wellbeing and drive to achieve more. Again, this has increased their active minutes and encourage girls to find a passion in something they wouldn't usually. <ul style="list-style-type: none"> - All children were able to represent their school/house, allowing them to experience competitive sports. This again has sparked passion, enjoyment and for some challenged students the motivation to show the core values of the school consistently. 	<ul style="list-style-type: none"> - Explore the School Games Mark <ul style="list-style-type: none"> - Implement/explore the use of Teachers hosting sports clubs, rather than external agencies. Target clubs for SEN so in line with school or better. <ul style="list-style-type: none"> - Continue to participate in a wide range of inter and intra school competitions (in particular with 'School Games'.
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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?	57%	<i>The cohort percentage has increased since the changes to swimming (extra support in the water, mostly all provided the opportunity to swim the whole length). Children are still struggling with confidence and stamina, particularly with controlling their breathing.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	43%	<i>Due to the children not being confident in their most used stroke (front crawl), they find it challenging to access the others. This is particularly evident in backstroke, where they do not all have the confidence to float.</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>43%</p>	<p><i>The children would often find themselves panicking due to the lack of confidence in the water. In future, the swimming teachers will be asked to specifically spend time on these lessons – asking children to practice how they might tackle these situations.</i></p> <p><i>The extra ‘catch up sessions’ have already helped show an improvement in this. Taking all year groups swimming (something that was implemented this year), will also help in increasing this percentage.</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>This year, we have provided catchup session for DiS and SEN students in Y5 and Y6. This had a large impact on both confidence and skill. We will be continuing this next year.</p>

Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	Although we use the local pool and have qualified instructors, teachers were supplied with a CPD by L-AM (a qualified swimming instructor) on how to support in the pool, specific vocab that could be used to help them and how to build that relationship in the water so the children feel confident and happy.
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Signed off by:

Head Teacher:	<i>Aaron Jones</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Lee-Anne Mounteney</i>
Governor:	<i>Craig Fenton</i>
Date:	17 th July 2024