



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.

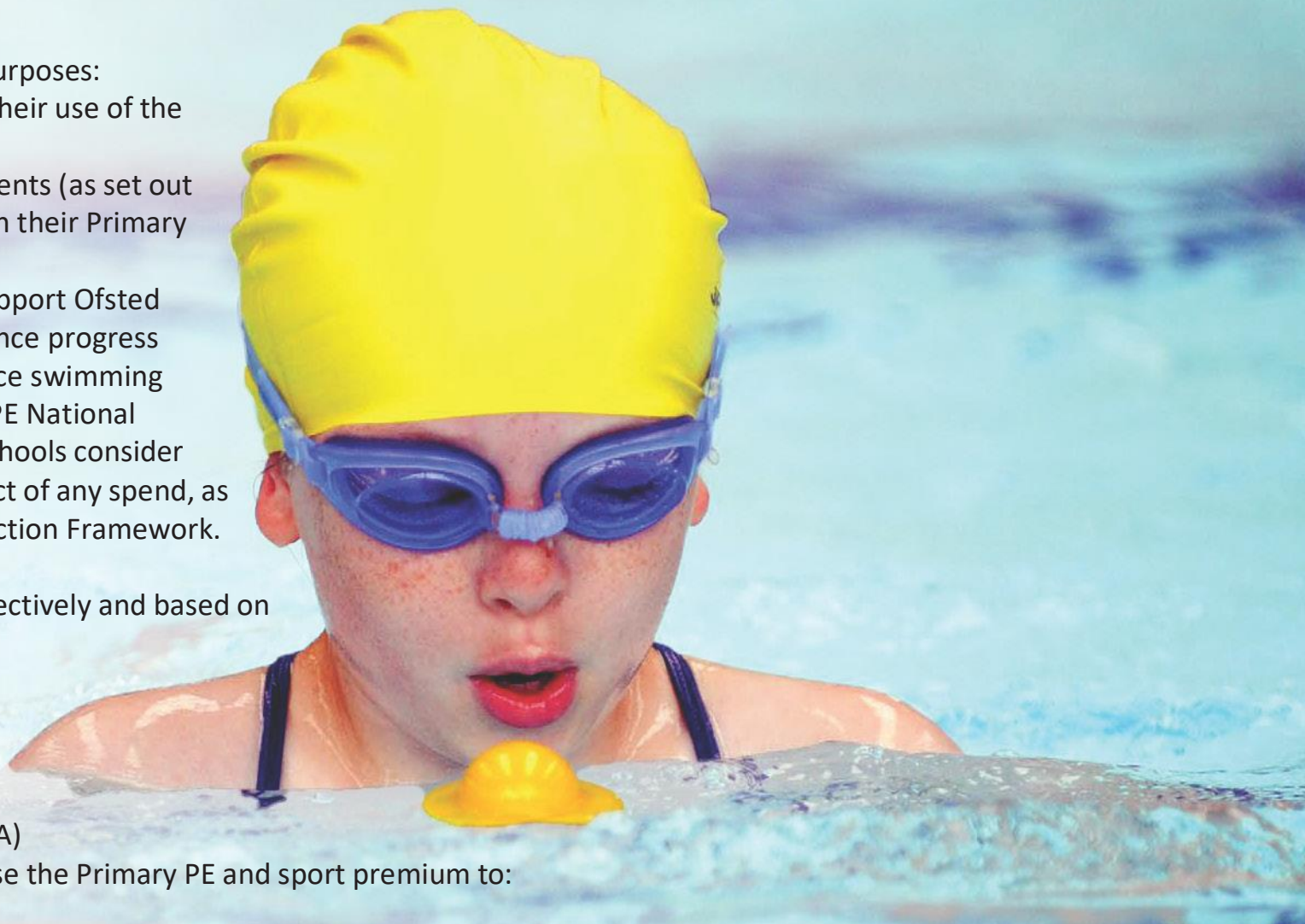
It is important that your grant is used effectively and based on school need.

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
Participation and success in competitive school sports (includes increased number of pupils participating in an increased range of competitive opportunities as well as success in competition)	All year groups have opportunities in a wide range of sports to represent the school in competition.	All pupils to aspire to achieve in physical activities. Children's confidence and self-esteem and physical and mental health improves.
All staff involved in PE and Sports Curriculum Design, Progression of Skills, Vocabulary development	Lead shares and develops vision, curriculum and vocabulary with all staff	High quality PE curriculum implemented across year groups across phases.
Continued Professional Development. Focus on provided quality CPD for staff to improve progress and achievement of all pupils and increase staff confidence and knowledge and skills.	Extend staff CPD to include the range of activities offered to include physical activities that promote mental health and well-being.	Mental Health and Wellbeing of pupils improved Positive attitudes of pupils to health and well being

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>To increase the regular physical activity levels of all our children</p> <p>To increase the physical activity levels by increasing the number of physical activity clubs available to all pupils. See Extended Club Provision Map.</p> <p>To engage 100% of the children in a range of sporting activities from Reception to Y2 (Intra school)</p>	<p>Nursery children use the new running track children to run 3 times around the running track before using other outside provision.</p> <p>Reception, Year 1 and Year 2 children engaged in MASH UP MILE each half term.</p> <p>Half termly Mile Runs around school</p> <p>Ensure all teachers offer extra-curricular clubs and a wide range clubs offered include physical activity. Paid club providers offer 3 free places for our PP children and less physically active children</p>	<p>Key indicator 1: <i>The engagement of <u>all</u> 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</i></p>	<p>Pupils increase their physical fitness and build their stamina</p> <p>A wide variety of physically active clubs are offered Clubs run at full capacity % Pupil Premium, children with SEND and less physically active children attending clubs is tracked and is increased.</p> <p>100% pupils engage in intra school competitions 100% pupils are introduced to new physical activities</p>	<p>£3,000</p> <p>Running Track and physical development are permanent features of the outdoor areas which will be used year on year. Relate physical health and healthy eating with growing, cooking including recipes for parents.</p> <p>Free Extra- Curricular Clubs offered is sustainable as staff run voluntary.</p> <p>Sports Days run through links with School Sports Leader based at Stanley High</p>

<p>Continued Professional Development. Focus on provided quality CPD for staff to improve progress and achievement of all pupils and increase staff confidence and knowledge and skills.</p>	<p>Extend staff CPD to include the range of activities offered to include physical activities that promote mental health and well-being.</p> <p>Rugby, Cricket, Tennis, Multi Skills – Mr Hutton</p>	<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Mental Health and Wellbeing of pupils improved</p> <p>Positive attitudes of pupils to health and well being</p> <p>Engaged disaffected pupils</p> <p>Enhanced quality of delivery of activities</p> <p>Sustainability of provision of new activities due to professional development of staff.</p> <p>Evidence of Pupil voice</p>	<p>£3,500</p> <p>Staff have gained knowledge and skills to deliver Gym and Rugby session – planning is adapted for subsequent lessons.</p> <p>Enhanced inclusive curriculum provision</p> <p>More confident and competent staff</p> <p>Enhanced quality of teaching and learning</p> <p>Increased capacity and sustainability</p>
<p>Monitoring of delivery of PE and assessment of PE</p>	<p>Monitor PE curriculum through lesson visits.</p>		<p>Improved Standards in PE</p> <p>Increased number of children achieve expected standard in PE</p>	<p>Improved standards</p> <p>Improve pupil attitudes to PE</p> <p>Increased pupil participation</p>

<p>Increase the range of sporting equipment and activities with a focus on local sports</p> <p>Target the development children's fine and gross motor skills from an early age</p>	<p>Provide children with a range of sports within the curriculum eg Rugby, Tennis, Cricket, Hockey and through morning, lunchtime and after- school clubs eg Golf, multi Skills, Dodgeball, Archery, Judo, Taekwondo, Badminton, Yoga, Cheerleading.</p> <p>Fine and Gross Motor Skill bags created for intervention in the classroom and at home</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Children encounter and have opportunity to experience a range of sports activities.</p> <p>Children develop motor skills and reach ARE and the Early Learning Goals in Physical Development</p>	<p>£6,000 Mr Hutton</p> <p>Children choose to join local clubs and are good role models for the younger children in school</p> <p>Equipment for intervention can be used year on year with different children.</p>
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<p>Participation and success in competitive school sports (includes increased number of pupils participating in an increased range of competitive opportunities as well as success in competition)</p> <p>All year groups have opportunities in a wide range of sports to represent the school in competition.</p>	<p>Children are identified who have participated and those that have not to ensure as many children as possible have the opportunity to represent the school in competitive sport.</p>	<p>Key indicator 5: Increased participation in competitive sport</p>	<p>Increased pupil participation</p> <p>Enhanced extended inclusive extracurricular provision</p> <p>Positive attitudes to health and well-being</p> <p>Improved behaviour and attendance</p> <p>Increased school community links</p> <p>Clearer talent pathways</p> <p>Increase pupil awareness of opportunities available in the community</p>	
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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?	%	<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]?	%	<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>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>%</p>	<p><i>Use this text box to give further context behind the 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>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>	

Signed off by:

Head Teacher:	<i>Jennifer Sephton</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Melissa Owen</i>
Governor:	<i>Lucy Fletcher</i>
Date:	21/07/24