



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
Two teachers (one in KS1 and one in KS2) provided with 10-weeks CPD with Aston Villa Foundation. Training to ensure all children are active for the majority of their PE lessons.	Trained staff skills increased in ensuring all children actively participated in PE lessons for the full sessions. Majority of children were fully engaged. As a result, children were more active and developed more confidence and skills in the sports being taught.	Pupil voice indicated that, as a result increased participation in sessions, children enjoyed their lessons more.
Training for two members of staff to provide children with quality swimming instruction.	Children received high quality swimming tuition from trained staff and staff who received on the job training.	Children made greater levels of progress in their swimming.
Further to pandemic, and removal of restrictions, pre-pandemic activities such as whole school Sports Days, afterschool clubs with children from across the school were reintroduced.		

Key priorities and Planning

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
Continue to deploy TAs on playgrounds at lunchtime to encourage children to take part in activities and to teach/support midday supervisors with activities.	Encourage children to participate in physical activity at breaks and lunchtimes to increase movement, mental well-being and promote healthy lifestyles.	Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school	MDS and TAS are planning a variety of active games for the children and can be seen actively participating and encouraging children to join in. This is particularly successful in EYFS/Y1.	£14,639
HT to run club for Y6 children who find the playground challenging. This will also help reduce the number of the children on the main playground ensuring that more children are able to take an active part in team games.	Children in Year 6 to develop sportsmanship, skills, cooperation and resilience in competitive sports and games.		Majority of children become more active and developed their skills due to the increased opportunity to take part. They also developed a greater understanding of game rules and sportsmanship.	
Aston Villa Foundation Coach to lead on engagement for children who found it challenging to access and participate in team sports.	Ability of children in Year 6 to actively participate in team sports cooperatively whilst developing resilience and skills in cooperation.		Children developed their ability to compete against one another in team games, increasing levels of enjoyment for all.	

Children in Years 5 and 6 to participate in 'Bikeability' to increase their confidence and road awareness when cycling.	Children will be more confident when riding a bike and will also be more aware of how to keep themselves safe when riding, on or off the road.		The opportunity to ride alongside peers, further engaged children in Year 6 to learn how to ride, resulting in increased levels of confidence. Year 5 children have had their 'Bikeability' sessions postponed until the new academic year.	
Raise the importance of PE and physical activity in Celebration Assemblies, so that pupils are encouraged to participate in a range of sports and develop their fitness and confidence. Review how 'Sports Days' were delivered across EYFS, KS1 and KS2, to encourage an enjoyment for sport and healthy competition regardless of ability and prior sporting experiences. PE Lead to meet with Head and deliver staff meeting.	Sporting achievements to be celebrated in assembly. Raise profile of sport within school. Sports Day is delivered in a way that maximises opportunities for children to participate in a range of activities whilst developing their resilience and cooperation.	Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement	Individual children and teams of children are recognised and their achievements celebrated in assemblies. This raises the profile of individuals, teams and sports. This is to continue in Celebration Assemblies. Children of all abilities, including those who were more reluctant to participate, enjoyed the non-competitive element at the beginning of Sports Day. Pupil voice confirmed that Sports Day was viewed positively.	£0

School newsletter, website and X, to include relevant sports news section regarding participation in sports events, competitions and festivals, encouraging pupils to take part and inform parents of whole school's commitment to PE and sport. Staff to keep DHT up to date with any sports news so that this can be added to the newsletter. Continue to deliver 'Workout Wednesday' the first week of each half term, to routinely raise the profile of physical activity throughout the whole school.	Greater awareness within the school and wider community of the regard in which sport is delivered and held at school. The children receive an extra session of physical activity during 'Workout Wednesday', with the opportunity to choose between two different forms of fitness (dance/running) with no competitive element. Children have the opportunity to be Workout Wednesday Leaders, to support PE Lead and promote Workout Wednesday, running and dance. The children also have the opportunity to come together with children from across whole school to enjoy sport.		Sporting achievement of both individual children and teams of children are reported regularly in the school newsletter. Increase use of X to maximise sporting exposure at school. Pupil voice demonstrates that children enjoy 'Workout Wednesday' and the opportunity to experience different activities. Children built confidence and provided good sporting role models to the younger children. The dance element of 'Workout Wednesday' has raised the profile of dance extra-curricular activities.	
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	Dance element of 'Workout Wednesday' to raise the profile of dance extra-curricular activities.			
Staff to receive bespoke training in cricket from 'Chance to Shine'.	Increase confidence in staff to teach cricket skills. Children receive quality cricket teaching.	Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Teachers are more confident in teaching cricketing skills, which has enhanced teaching and learning for children across school.	£2,330
PE Lead to participate in gymnastics training led by a British Gymnastic Coach.	Increase confidence of PE Lead in gymnastics to be able to share with peers to increase the quality of gymnastics across the school.		The session raised awareness of Health and Safety in gymnastics and how to safely support children completing routines. Staff meeting planned for next year.	
PE lead to attend Health & Safety in PE course	Improve Health and Safety awareness amongst all staff to ensure PE lessons are safe.		PE Lead shared training with staff. Staff have delivered Health and Safety awareness in PE with their classes.	
Supply to cover Year 3 teacher one morning per week, two terms per year, to enable them to teach swimming in other year groups.	Ensure children always receive high quality swimming tuition.		All children have received quality swimming instruction and other accompanying teachers have received on the job training.	

Cricket Coach to deliver cricket coaching to children in Years 1 and 4.	Children received high quality coaching in cricket sessions, improving their skills and confidence whilst also broadening their knowledge of the sport.	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Children will be able to apply learnt skills in future PE sessions to enable them to access the KS2 sports curriculum.	£430
Sports Coach to provide children with a range of needs in Year 2, with a variety of sporting experiences to provide challenge and increase participation.	Children in Year 2 will have developed a range of skills which they will apply in PE sessions both in their classes and with the Sports Coach.		Children developed their skills and knowledge which they can apply to future PE sessions as they progress through school.	
Aston Villa Foundation Coach to provide children in Year 5 with wider sporting opportunities during a lunch time session.	Children in Year 5 will have the opportunity to be coached in various sporting activities boosting levels of fitness and confidence.		Children in Year 5 received coaching from a qualified coach in a variety of sporting activities which broadened their sporting experiences.	
Reduce cost of Year 6 residential to make it more affordable for parents of children who would not normally be able to access the opportunity to take part so they are able to access a range of adventurous activities.	Year 6 children access a range of adventurous activities and improve their self-confidence, team-work and communication skills.		The majority of Year 6 attended the residential and took part in adventurous activities. Pupil voice and observations suggest that the trip helped to develop children's confidence and team-work skills. Continue to develop and broaden children's outdoor experiences.	

Encourage children who do not normally take part in physical activities by providing opportunities to take part in Zumba (after school club). Qualified Zumbini instructor to provide children in EYFS with the opportunity to participate in Zumbini, increasing levels of physical activity through dance and movement to music. Through 'Creative Arts week', children in EYFS and KS1 to explore different cultures through dance and movement to music with an opportunity to perform to their peers. Through 'Creative Arts week', children in KS2 to participate in Street Dance masterclasses,	Children from KS1 and KS2 are able to access dance fitness to increase confidence regardless dance ability or levels of prior fitness. Children increased their levels of physical activity whilst also developing their understanding of moving to rhythm. Children were introduced to a range of dance styles (bhangra, African and Columbian) and music. Children were provided with bespoke dance instruction to the basic steps of Street Dance.		Children increased their confidence and levels of fitness. The number of children, particularly girls, involved in extra-curricular physical activities increased. Increased levels of enjoyment when participating in physical exercise to music. Increased levels of enjoyment when participating in dance. Children's awareness and understanding of music and dance from a range of cultures was also evident, as was increased levels of confidence when performing to their peers. As above.	
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with an opportunity to perform to their peers.				
Increase participation of girls in football. Provide boys in Upper KS2 with the opportunity to participate in football coaching and matches. Increase participation in football for both boys and girls to develop their skills through use of external coaches for children across KS1 and KS2.	Girls across KS2 have the opportunity to develop skills in football from a qualified coach and also, participate in matches against other clubs. Boys in Upper KS2 will develop their skills and confidence in football and participate in matches against other clubs. Subsidise 'Football Development Skills' to enable more children to be able to take part in after school clubs by forfeiting usual hall hire cost.	Key indicator 5: Increased participation in competitive sport	A large number of girls have participated in Girls Football Club and have developed their skills, interest and confidence. A large number of boys have participated in Boys Football Club and have developed their skills, interest and confidence. Increased level of participation due to subsidised hall use.	£1,291

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
Increase participation of girls in football.	A high number of girls participated in Girls Football Club which has grown exponentially since its formation. Girls received bespoke training from a qualified ladies football team coach. The team participated in a number of matches, both friendly and competitive. The team took part in football festivals. This included the team hosting a mini-football festival at Mapledene, involving schools within our local area. As a team, to provide inspiration, the team attended and watched professional ladies football matches.	Due to its popularity, the club has grown and more girls have been inspired to join in the upcoming academic year. This includes girls in lower year groups.
To increase the profile of dance across school.	‘Creative Arts Week’ provided children across school with the opportunity to experience dance and music. Children in KS1 participated in dances inspired by different cultures. Children in KS2 participated in ‘Street Dance’ masterclass tuition which introduced children to basic steps of a different form of dance.	Children across school were enabled to learn new forms of dance and also showcase their performance with their peers and in assemblies. The level of children taking up dance increased as a result of ‘Workout Wednesday’ and Zumba. There was a particular increase in the number of boys participating in dance activities.

Improved consistency of teaching of skills by both teachers and Sports Coaches.	Children from KS1 and KS2 accessed Zumba sessions after school which resulted in increased levels of confidence regardless of prior dance ability. ‘Workout Wednesday’ encouraged a number of children to participate in Zumba club. Zumbini provided children in Nursery with increased levels of enjoyment when participating in physical exercise to music. Sports coaches have been used to deliver PE lessons across school, which resulted in high quality coaching. Year 1 and 4 children received cricket coaching through a cricket engagement day which developed their cricketing skills and knowledge. This was also the case for teachers who were able to develop their own skills with their classes. Teachers received cricketing development from a member of ‘Chance to Shine’. Teachers are more confident in teaching sports skills, which has enhanced teaching and learning for children across school. Years 5 and 6 received coaching from an Aston Villa Foundation coach. This resulted in children developing their ability to compete against each other in team games with increased levels of enjoyment for all.	Coaches have provided children across school with quality coaching based on our Long-Term Planning. As a result of training by qualified coaches, teachers have been upskilled to teach swimming and other sports.
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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?	56%	Children learn to swim in Years 3, 4 and 5.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	56%	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	74%	Children not fully meeting the above requirements were still able to perform self-rescue techniques.

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	Small number of children in Year 6 will be provided with further swimming instruction during 2024-2025.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes	One teacher received swimming training. This has resulted in all children having received quality swimming instruction and other accompanying teachers have received on the job training.

Signed off by:

Acting Head Teacher:	<i>Jonathan Hyde</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Jennifer Donaldson</i>
Governor:	<i>Julie Pearson</i>
<i>Date:</i>	<i>July 2024</i>