



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
<ol style="list-style-type: none"> To provide extra-curricular activities for pupils to partake in to achieve a healthier lifestyle. OPAL – Outdoor Play and Learning to offer the children opportunities to engage in physical activity through play and improve their mental health and well being. Sport Coaches leading PE lessons across a broad range of sports. Enables the children to be taught by specialists and the teaching staff to learn from them. 	<ol style="list-style-type: none"> Clubs were well attended. 97 out of 177 eligible children participated in a sport club which is 55%. Hugely improved play opportunities. Improving active and inclusive play. Since starting OPAL, we have seen the number of first aids and friendship issues decrease. Children state how much they enjoy lunchtimes now. Teaching staff to put into practice what they have seen modelled to deliver professional and inspiring PE lessons across a range of sports. Developed confidence in delivery for teaching staff. 	<ol style="list-style-type: none"> Clubs continue to be well attended by pupils. Pupils enjoying a greater range of sports clubs on offer, for example archery club, pupils widening sporting experiences. OPAL continues to be a success and is continuously being enhanced through Sports Premium funding. Teaching staff have PE teaching modelled by specialist sports coaches, in observations by PE lead, quality of teaching of PE from all teachers has improved.

<p>4. As many pupils as possible to be offered opportunities to represent the school in HSSP and other organized competitions and festivals. Transport to events</p>	<p>Class teachers are upskilled in terms of lesson design and delivery of PE.</p> <p>4. 45.1% of entire cohort represented the school at a sports event this year (48% of PP register and 28% of SEND register). Children took part in sport festivals. Year 5 and 6 athletics team won 3rd place for small schools in Quad Kids athletics event. This has raised the profile of athletics in school.</p>	<p>4. Pupil voice has highlighted the pride pupils have while representing their school during sporting events/competitions. Student athletes celebrated regularly in whole school celebration assemblies.</p>
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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>1. Pupils engaged in a range of structured physical activities at lunch times taught by a specialist coach.</p>	<p>Lunchtime supervisors, coaches who will lead the activities. Pupils</p>	<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> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</p>	<p>£760 for sports coach to be hired each Friday lunchtime.</p>

<p>2. Further enhance OPAL play provision – building a sandpit for pupils to enjoy, and proper storage for lunchtime equipment.</p>	<p>Lunchtime supervisors, Pupils</p>	<p>Key Indicator 2: the engagement of all pupils in regular physical activity – Children have a ‘right to play’, our OPAL play provision supports this statement and encourages pupils to partake in high quality, active play.</p> <p>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils – OPAL play allows children to play in ways/with equipment they may not usually get to play with. Pupil voice reflects this.</p>	<p>Higher quality play achieved for our pupils, numbers of lunchtime behaviour incidents reduced. Pupil voice shows pupils’ are happy at lunch times and enjoy play provision.</p>	<p>£7889 – for the construction of new storage shed for OPAL play equipment and construction/resources for new sandpit.</p>
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<p>3. Commando Joe intervention for all pupils weekly for whole academic year.</p>	<p>Pupils taking part in intervention, Commando Joe instructor weekly leading sessions, Teachers supporting sessions.</p>	<p>Key Indicator 2: the engagement of all pupils in regular physical activity – Children partaking in regular physical challenges while working in a team environment.</p> <p>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils – Children partaking in challenges/activities they would not normally do in school (range of obstacle courses, building, team games).</p>	<p>Pupil voice shows children enjoyed the sessions. Behaviour incidents gradually decreasing as school year progressed. Resilience of pupils increased and noted through observations by staff.</p>	<p>£12,875 – Resource cost to buy into Commando Joe scheme and employ Commando Joe coach 1 day per week for whole school year.</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
<ol style="list-style-type: none"> 1. Commando Joe intervention. 2. JS Sports Education – Active Lunch Club 3. Enhancements to OPAL play outdoor provision – (equipment shed, sandpit) 	<ol style="list-style-type: none"> 1. All children in school access Commando Joe intervention, focusing on teambuilding and wellbeing. Pupils across school engaged in physical activities and new experiences. Pupil voice stated intervention was ‘fun and challenging’. Positive impact on pupils’ resilience and ability to work as a team. Whole class interventions given to all and targeted small group intervention for some pupils supported wellbeing and saw a reduction in behaviour incidents for targetted pupils. 2. Active lunch club run each Friday. All pupils across school able to experience different sports during their lunch club. Lunch club hosted #Letgirlsplay girls football event to encourage girls in school to play football – attended by over 30 girls. 3. Enhancements have enabled better organization of lunch time equipment which has resulted in higher quality active play for our pupils. Sandpit built 	<ol style="list-style-type: none"> 1. Pupils have enjoyed Commando Joe intervention, small group intervention sessions with some pupils have been particularly successful. 2. Lunch activities targeted different children each session so that all children in school have had the opportunity to engage with sports coach during their lunch times. 3. OPAL play will continue to be invested in and enhanced to further strengthen the quality of children’s lunch times.

	<p>to support play and sensory needs of some of our pupils. Pupil voice consistently shown that pupils enjoy lunch times and are excited to play with their friends using equipment during OPAL play sessions.</p>	
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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?	69.7%	Pupils have been swimming at a local pool taught by specialist swimming instructors for one term per year since Year 4.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	69.7%	Swimming instructors teach each stroke in detail and only move children on when proficient in each stroke. Pupils unable to swim effectively supported in one stroke to ensure basic swimming skills are known.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>45%</p>	<p>Strongest swimmers in each cohort are taught self-rescue techniques. Pupils go into pool in clothing to practice techniques which could help them in real world environment.</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>	<p>CPD not provided for teachers as swimming is taught by professional swimming coaches.</p>

Signed off by:

Head Teacher:	Claire Pirrie
Subject Leader or the individual responsible for the Primary PE and sport premium:	Dominic Williams KS2 and Pastoral Lead
Governor:	David Keating
Date:	31.07.2024