



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>Evaluation: End Summer term 2023</p> <p>Key Indicator 1:</p> <p>Children have enjoyed the new equipment that has been purchased to support outdoor playtime. Impact - the children wrote down what they enjoyed the most. He wrote playing with the javelins and equipment on the field (Year one boy).</p> <p>Key Indicator 2:</p> <p>Playground leaders have been trained to promote active sessions during playtimes and to ensure that equipment is prepared. Impact - started well and children enjoyed the responsibility to collect the equipment. The children became more confident when talking to peers and modelling the games well.</p> <p>The sports champion, Jordan Hart inspired pupils' and was aspirational to the children. They loved the day and it was great to give the opportunity to talk with a professional athlete and discuss the training and travelling to compete in the competitions. Year one child said,</p>	<ul style="list-style-type: none">• To continue to ensure rigour in the monitoring of PE provision.• To collect data regarding the participation of pupils in sport to include – PE per week/sports based extra-curricular provision/external competitive events/internal competitive events/swimming lessons.• To develop competition and team ethic, alongside PE provision, to be the driver for school improvement.• To build a broader range of sports activities offered within the curriculum and in wider curriculum opportunities.• To target specific criteria needed for Sports Mark Gold

	<p>'Jordan is brilliant at badminton, I want to play when I'm older.'</p> <p>Bootcamp has been more successful this year and across all year groups. Children know the song and have become stronger through daily practice. (Impact - one of the year one children was recommended to wear a supporting back brace, but after completing Bootcamp for a few weeks tailored to his capabilities. This helped him to become stronger and did not need to wear it anymore and can now join in with the rest of the class).</p> <p>Playground leaders were trained by the P.E lead and have facilitated a range of games during playtimes. Outdoor equipment, including gardening equipment, has been replenished and is available to all staff. The outdoor area has had essential maintenance to ensure accessibility.</p> <p>Key indicator 3:</p> <p>FS – Enhancing physical development in outdoor provision. (paint brushes / ribbons etc.) Also muscle hand grips have supported tri- pod grip.</p> <p>FS – Nursery - Fine and gross motor skills enhanced using egg tweezers, pipettes and sequined picture boards. Impact has been seen as the children have improved their fine motor skill.</p> <p>All teaching staff have an iPad. Staff have begun to use Showbie to collate evidence from lessons, which can be used to inform assessment. Socrative quizzes have started to be set up by P.E lead to also inform staff of children's knowledge to aid assessment. P.E passport app has been used to inform less confidence staff of lesson ideas and structures. This app has also helped with monitoring of swimming data and after school club provision. This year 65.1% of children have attended a club - 42.9% of SEN pupils and 52.9% of Pupil Premium pupils have attended a sporting club. Some Staff attended Stoke City for CPD on High quality P.E lessons to aid the quality of P.E within the school. New equipment was purchased for specific sports for staff to use within lessons.</p>	<ul style="list-style-type: none"> • To introduce team leaders as ambassadors for the subject.
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	<p>Key Indicators 4 and 5:</p> <p>Sports day was extremely positive and successful and children loved taking part in all the activities. Parent comment - Jackson absolutely LOVED it and my mum and my daddy have said, "It was amazing, well organised, fun and brilliant. Thank you for organising such a lovely thing for the children. We are very grateful."</p> <p>Trust virtual sports competition – The children really enjoyed competing against the Trust schools and were very competitive against their peers. (Year one child said – 'Can I have another go please? I want to beat Josie's score).</p> <p>Bikeability has been available for Year 4 and 5 and school has supplied bikes and helmets if needed. This was very popular across the year groups and in some cases has meant children that were unable to ride a bike now have the confidence to cycle safely. One child in Year 4 said, "I didn't want to do it at first even though I put my name down, as I can't ride my bike. I'm really proud that I did the course."</p> <p>Year 5 and 6 have had outdoor residential throughout the year to work on leadership and resilience of children.</p> <p>The Daily Mile was reintroduced as part of the school day. This has been successful as staff have been able to use the daily mile at suitable times during the day to provide pupils with an opportunity to meet their physical and mental wellbeing needs.</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>To engage pupils in more physical activity at playtimes, lunchtimes and after school.</p> <p>To promote active learning within the wider curriculum,</p>	<p>Purchase of a variety of different items to be used for physical activities at playtime.</p> <p>Reintroduce the daily mile allowing all pupils to start their day actively and to build sustainable life habits.</p> <p>Support staff with planning and appropriate activities / exercise to build capacity and capability.</p> <p>Promote active learning around school using displays.</p> <p>Increase pupil engagement through wider curriculum opportunities, such as the Stoke City Penalty Shoot Out and visitors to inspire pupils eg Team GB athlete.</p>	<p>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.</p>	<p>Records show fewer injuries/accidents recorded during playtimes and high standards of behaviour noted by all external visitors e.g. Hub Lead, Ofsted March 2022.</p> <p>The daily mile is taking when staff can find spare time and is not timetabled.</p> <p>Pupils become more engaged within lessons and become fitter and healthier.</p> <p>Positive feedback from pupil voice monitoring.</p>	<p>£1500</p> <p>£500</p> <p>£500</p>
<p>To engage and increase physical activity at school playtimes and lunchtimes. To train playground leaders and provide equipment to develop confidence and self-esteem.</p> <p>To increase health,</p>	<p>To buy playground equipment and playground markings. (hop scotch etc)</p> <p>To train and monitor playground leaders to deliver games to their peers.</p> <p>To monitor participation levels, injuries and behaviour issues at playtime.</p> <p>To set up and organise intra Olympics within</p>		<p>Records show fewer injuries/accidents recorded during playtimes and high standards of behaviour noted by all external visitors e.g. Hub Lead, Ofsted February 2022.</p> <p>To support staff with implementing Bootcamp</p>	<p>£1450</p>

fitness and well-being, creating positive behaviours around wellbeing.	classes and Key stages. (Summer term) To complete Bootcamp fitness exercises daily.		across KS1	
Develop other qualities through PE such as resilience and leadership as well as inclusion of all pupils to take part.	Reintroduction of playground/sports leaders. To develop pupils' skills to build capacity that can be used to train future playground/sports leaders.	Key Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement.		£500
To continue to promote the use of the outdoor learning environment for all pupils to access at some point throughout the year. To develop a forest school schedule for Key stage 2 and 1 to increase children's holistic development and love of nature.	To buy equipment to be able to develop an outdoor learning curriculum and to engage pupils in the outdoors. (Class set of gardening equipment, safety equipment) MS and others time to maintain the outdoor areas as well as equipment to do so. MS to be covered every Friday to take children across the federation out for Forest activities Promotion of activities taking place in school shared with parents using communication platforms eg Classdojo, Facebook, Website, Celebration assemblies Parents to be part of activity days (Sports Day, Gardening Day,)		Raised pupil participation in outdoor activities. Equipment purchased to support gardening club impacting on pupil knowledge.	£1000 £1000
To develop the outdoor learning environment to increase pupil's physical participation, enjoyment and health and wellbeing. To develop a forest	To buy equipment for playground active activities. MS to be covered every Friday to take children across the federation out for Forest activities		Raised pupil participation in outdoor activities. Equipment purchased to support the delivery of outdoor education impacting on pupil health and well-being. Develop children independence, resilience	£2000 £1000

school schedule for Key stage 1 to increase children's holistic development and love of nature.			and teamwork.	
Develop staff confidence and ability in teaching a range of activities across the P.E curriculum with the view of building capacity and sustainability.	<p>Train staff to deliver the PE programme across KS2, with focuses on SEN, less able and G and T. key staff to attend training and then all staff to be trained within school. Staff to then feedback to rest of school during staff meeting.</p> <p>Sports equipment purchased to aid staff in provided a high quality P.E curriculum</p> <p>Staff to be trained in the use of technology to aid in the delivery and assessment of P.E</p> <p>To use PE passport app to guide staff in planning and delivery.</p> <p>Look into funding a dance teacher 1 afternoon a week.</p>	Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.	<p>Increased staff confidence in PE.</p> <p>Required equipment will be available for all sports and for all children during P.E lessons.</p> <p>Staff using iPads for planning/assessment (Showbie).</p> <p>Staff developing use of iPads for use by pupils in lessons to self and peer assess.</p> <p>Recording and sharing good practice.</p> <p>Increase staff independence in effective planning and assessment</p>	<p>£500</p> <p>£3500</p> <p>£500</p> <p>£200</p>
To deliver an enhanced physical education curriculum across FS and KS1	<p>To provide CPD through support, team teach, subject knowledge and advise staff across FS and KS1. To model and/or team teach to develop subject knowledge and skills, building capability within the staff.</p> <p>To monitor and support planning, progression and opportunities including SEN and gifted and talented.</p> <p>To buy equipment for physical activities across the FS and KS1.</p> <p>To organise a specialist dance coach to provide CPD for teachers. To organise a dance day for all</p>		<p>Increased staff confidence in PE.</p> <p>Improved assessment in PE and clearer evidence to support pupil development</p> <p>Increased children's skill development.</p> <p>Improved climbing and physical development skills</p>	<p>£1500</p> <p>£1900</p> <p>£1800</p>

To organise a dance day to enhance dance across FS and KS1	children to perform.		in the EYFS. Increase staff confidence in teaching dance. Increase children's confidence in performing a dance routine.	
Ensure that pupils engage and compete with other schools competitively at school sport level in a range of different sports including: netball, football, rugby, indoor athletics, outdoor athletics, hockey, dodgeball etc.	Cover staff to cover lessons for appropriate staff to attend competition throughout the year. Money to lease, insure and fuel minibus to get to events. Minibus driver training to meet the requirements of the mini-bus policy. New Sports kit to be purchased for children to use at competitions and be part of teams.	Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key Indicator 5: Increased participation in competitive sport.	Pupil participation Staff are confidently trained in mini-bus driving. Increase participation and engagement in sports	£1000 £3400 / £3400 £500 / £500 £1000
To provide virtual and live sporting opportunities against other schools in the Trust. To raise aspirations by inviting GB athlete to visit.	To organise virtual competitive competitions against other schools. To attend the multi skills event competing against other schools. To organise inter Olympic game activities (Spring and Summer term) To organise a Great British athlete to deliver an assembly and sessions with each class.		Pupil participation Increase self esteem To inspire children to try different sports.	£1500

Encourage Parental engagement in activity and health and well-being.	<p>Parents to be part of activity days working with the children on physical activities and learning about healthy lifestyles.</p> <p>Parents also encouraged to be part of the daily mile.</p>		<p>Parental engagement and understanding of the curriculum taught.</p> <p>Promotion of activities taking place in school shared with parents using communication platforms eg Classdojo, Facebook</p>	£200
To develop family knowledge about health and fitness opportunities in the community.	<p>To signpost parents to various fitness and sporting activities in the local community .</p> <p>To increase pupil and parent knowledge of health and fitness opportunities.</p>		<p>Increased awareness of health and fitness of our pupils and their families.</p>	<p>AK/MS time to organise and run events.</p> <p>£1000 joint PPA Infants</p>
Develop other qualities through PE such as resilience and leadership as well as inclusion of all pupils.	<p>All classes to experience an outdoor or adventurous day with a focus on teamwork, resilience and leadership skills.</p> <p>Develop the idea of a team captain within school houses.</p> <p>Continue to offer pupils BikeAbility opportunities throughout the school.</p>		<p>Pupils experiencing active trips to improve teamwork, resilience and well-being.</p> <p>The percentage of pupils engaging with bike riding skills has increased and confidence levels have improved.</p>	<p>£200</p> <p>£370</p>
To increase children's gross and fine skills within the Foundation stage and Provide CPD with the teachers.	<p>To plan, support and deliver indoor and outdoor activities weekly to develop gross and fine motor skills.</p> <p>To buy bikes and equipment to support gross motor skills.</p> <p>To enhance children's health and wellbeing.</p>		<p>Improved coordination and balance resulting in fewer injuries during playtimes.</p> <p>Improved fitness and improved attendance</p>	£5000

e.g. CPD for teachers.	Primary generalist teachers.	<p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i></p> <p><i>Key indicator 5: Increased participation in competitive sport.</i></p>	<p><i>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, including teaching water safety and swimming and as a result improved % of pupil's attainment in PE.</i></p>	<p><i>£5000 for 5 teachers to undertake CPD.</i></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

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>Mrs. J. Birchall</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Mr. A Keates (Infant)</i> <i>Mr. M. Steele (Junior)</i>
Governor:	<i>Mrs. Kate Marsden</i>
Date:	September 2023