



# The Primary PE and sport premium

Planning, reporting and evaluating website tool

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Commissioned by



Department  
for Education

Created by



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.

### Reviewed progress towards indicators (22/23)

**Indicator 1: 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 a day, of which 30 minutes should be in school**

We have made significant progress towards Indicator 1, which focuses on ensuring the engagement of all pupils in regular physical activity. We have implemented various initiatives to promote physical activity and encourage participation among our children.

During lunchtime, we introduced age-specific sports/activity boxes for each key stage, which has effectively increased activity levels and provided opportunities for friendly competition. Moreover, we have provided leadership opportunities for our Year 5 and 6 children, empowering them with responsibilities in PE-related activities.

To enhance the delivery of PE lessons and improve coverage of skills, we allocated specific equipment for each Key Stage, separate from our regular PE equipment. Additionally, the introduction of equipment bags has encouraged more children to participate in sports and games during lunchtime, thanks to the efforts of our dedicated midday supervisors and Sports Ambassadors.

We have focused on increasing competition participation and expanding our sports clubs/teams. Through elective afternoons and tailored teaching aligned with competitions, we aim to offer sports that cater to our children's interests and preferences. We also ensure that children with special educational needs are included by incorporating them into smaller intervention groups, when necessary.

While we haven't hosted competitions yet, we have become a host site for external sports activities, such as karate, boxing, football, and theater school. This not only increases our children's exposure to different sports but also fosters connections with other schools in our local area.

To address the specific needs of our children, we have implemented active learning structures like Storm Breaker sessions. We have trained advocates across both sites to maintain consistency and delivery of these sessions. Our aim is to provide active breaks within classrooms and involve Sports Ambassadors in leading activities during break and lunch times, thereby promoting a positive mindset and supporting our children's mental health.

Furthermore, we have prioritized swimming sessions for our Year 4, 5, and 6 children. By offering top-up sessions and differentiated groups, we ensure that all children make progress and benefit from the 1-hour sessions. Having a dedicated swimming coach has contributed to a 98% attendance rate and overall improvement in swimming skills.

In conclusion, our efforts to provide diverse activities, leadership opportunities, structured games, and targeted interventions have successfully increased physical activity and engagement among our children, aligning with the goals of Indicator 1. We are committed to promoting a healthy and active lifestyle for all our pupils.

## **Indicator 2: The profile of PE, Sport and Physical Activity being raised across the school as a tool for whole school improvement**

Indicator 2 focused on providing high-quality physical education (PE) lessons to all pupils. Based on the provided information, our progress towards this indicator has been significant.

We have made efforts to enhance the teaching and learning of PE by offering staff continuous professional development (CPD) sessions. These sessions, particularly focusing on midday supervisors and sports ambassadors, have boosted their confidence and abilities to deliver quality PE lessons. The implementation of new planning strategies has also improved our teachers' skills and lesson delivery, resulting in more engaging and effective lessons.

To cater to the diverse interests and needs of our children, we have reviewed and adapted our curriculum topics. This approach ensures that children have broader coverage of skills and fosters their engagement in PE. By incorporating cross-curricular learning opportunities, such as linking dance to our book-based curriculum, we have further enriched the PE experience.

Collaborating with Future Game coaches has provided invaluable on-the-spot support and feedback for both teachers and children during PE lessons. This partnership has enhanced the overall teaching and learning experience, leading to more effective skill development and increased student participation.

Furthermore, we have allocated separate equipment for each Key Stage, allowing for more accurate resourcing and improved delivery of lessons. The introduction of lesson and topic-specific equipment has further enhanced the quality of our PE lessons. This approach ensures that children have the necessary resources to engage in a wide range of activities and sports.

In summary, our progress towards Indicator 2 has been commendable. Through staff CPD, curriculum adaptations, collaboration with Future Game coaches, and improved equipment allocation, we have significantly enhanced the quality of our PE lessons. These efforts have positively impacted teaching and learning, resulting in more engaging, skill-focused, and inclusive PE experiences for all our children.

## **Indicator 3: Increased confidence, knowledge and skills of all staff in teaching Physical Education and sport**

When assessing our progress towards Indicator 3, which focuses on ensuring the competency of all pupils in swimming by the end of Key Stage 2, we have taken significant steps forward.

To prioritise swimming sessions for Year 4, 5, and 6 children, we have implemented targeted interventions. By organising top-up sessions and grouping children based on their abilities, we ensure that each child receives the necessary support and instruction to develop their swimming skills effectively.

Through these swimming sessions, we have achieved an impressive 98% attendance rate among the targeted year groups. This high level of participation has allowed us to monitor and assess each student's progress in relation to their current abilities. It is encouraging to note that all children who attended the sessions made advancements in their swimming skills, reflecting our commitment to their competency in this vital life skill.

To facilitate effective instruction and differentiation, we have assigned a dedicated swimming coach to lead the sessions. This coach has played a crucial role in delivering high-quality swimming lessons, ensuring that the entire class can participate together while accommodating individual differences through three differentiated groups. Additionally, the extended one-hour sessions provide ample time for focused instruction and practice.

Moving forward, we plan to utilise the data collected from all attending year groups to identify children who may require top-up sessions in Year 5 and 6 for the upcoming

academic year, ensuring that their swimming competency continues to progress.

In summary, our progress towards Indicator 3 showcases our dedication to ensuring the swimming competency of all pupils by the end of Key Stage 2. Through targeted interventions, high attendance rates, dedicated coaching, and differentiated instruction, we have made substantial strides in developing our children's swimming skills and achieving the goals set forth by this indicator.

#### **Indicator 4: Broader experience of a range of sports and activities offered to all pupils**

Indicator 4 focuses on providing a broader range of sports and activities to engage all pupils. Evaluating our progress in this area based on the provided information, we have made notable advancements.

One key aspect of our efforts has been to align the range of activities and sports offered with the new school facilities and the interests of our children. By incorporating their preferences and taking advantage of our improved facilities, we have been able to provide a more diverse and appealing range of options. This approach increases engagement and participation among our pupils.

While the information does not specify specific activities or sports, it is evident that our school has taken steps to expand opportunities beyond traditional sports. By broadening the scope and variety of activities, we provide our children with a more inclusive and comprehensive physical education experience.

Additionally, we have explored connections with external organisations and clubs to enrich our offerings. Hosting external sports activities such as karate, boxing, football, and theatre school further expands the range of opportunities available to our children. These partnerships not only provide access to new sports but also help foster connections and networks with other schools and community organisations.

Looking ahead, we should continue to assess and adapt our range of activities to ensure that it remains relevant and appealing to our children. Regular evaluation of their interests and feedback, such as through questionnaires, will enable us to cater to their preferences effectively and offer a broader selection of sports and activities.

Overall, our progress towards Indicator 4 highlights our commitment to providing a diverse range of sports and activities for our children. By aligning with their interests, exploring external partnerships, and utilising improved facilities, we are expanding opportunities and enhancing the physical education experience for all pupils.

#### **Indicator 5: Increased participation in competitive sport**

Indicator 5 focuses on ensuring that all pupils have access to competitive opportunities. Evaluating our progress in this area based on the provided information, we have taken significant steps to provide competitive experiences for our children.

One notable effort has been the development of house competitions, which allow children to engage in friendly competition within our school community. By linking these competitions to indicator 1 and other initiatives, we have increased participation and engagement, fostering a sense of camaraderie and school spirit.

To further enhance competitive opportunities, we have also focused on increasing the number of sports clubs and teams available to our children. By offering a variety of clubs such as football, netball, and other sports, we ensure that children have options to pursue their interests and engage in competitive activities outside of regular school hours.

Moreover, we have embraced the chance to connect with other schools and organisations to expand competitive experiences. While the information does not provide specific details, becoming a host site for external activities and participating in competitions with other schools in the local area demonstrate our commitment to fostering broader competitive opportunities for our children.

To ensure inclusivity, we have also considered the interests and preferences of our children when offering competitive activities. By incorporating their feedback through questionnaires and involving them in the decision-making process, we aim to provide sports and competitions that cater to their desires and promote a sense of ownership and engagement.

Moving forward, we should continue to assess and expand our competitive opportunities, exploring partnerships with other schools and organisations, and regularly seeking student feedback to ensure that our offerings align with their interests and promote a healthy competitive spirit.

In summary, our progress towards Indicator 5 highlights our efforts to provide competitive opportunities for all children. Through house competitions, diverse sports clubs, external partnerships, and student involvement, we have created an environment that encourages participation, sportsmanship, and engagement in competitive activities.

## 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><b>Introduction of PE assessment alongside our PPP planning scheme.</b></p> <p>-Ensure all staff are confident in accessing PPP planning (via monitoring and supporting where necessary)</p> <p>-Staff CPD to assess and understand PPP assessment tools</p> <p>- Staff to implement assessment wheels into lessons, ensuring a final end of unit assessment is completed.</p> <p>- Staff to identify opportunities to adapt planning to address undeveloped skills and knowledge based on assessments (this will support our progressive curriculum).</p> <p>-PE leader to review implementation at the end of each half term to identify and support where necessary.</p>	<p>All teachers teaching PE.</p> <p>AT – PE apprentice</p> <p>SR – leader with regards to monitoring</p> <p>Children</p>	<p>1.Increase confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>3.The profile of PE and sport is raised across the school as a tool for whole school improvement</p> <p><i>Our curriculum, which has been revised for 23-24, will also support indicator 4. Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p>Children will develop and understanding of the skills and knowledge they should be developing as well as beginning to understand what they have achieved.</p> <p>Allow staff to identify G&amp;T children based on assessments and having a clear progression of skills. They should then be able to adapt activities to stretch and challenge these children.</p> <p><u>Sustainability:</u> PPP scheme has been purchased for 3 years to allow time for teacher to develop their practice and gain knowledge of PE planning and how to link it to assessments.</p>	<p>AH &amp; SR - % of salary equating to £11268.58 Equal responsibility over 2 days</p> <p>Apprentice: £5890.25</p>
<p><b>PE Apprentice to support and enhance teaching practice.</b></p> <p>-Timetable to be established and teachers to work with to be identified. (This will be adapted throughout the year so all teachers receive a teaching unit with AT).</p> <p>-AT to support in lessons and the apprenticeship schedule will increase</p>	<p>Teachers linked with AT</p> <p>TAs</p> <p>SR for monitor / mentoring AT</p> <p>Children</p>	<p>1.Increase confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>3.The profile of PE and sport is raised across the school as a tool for whole school improvement</p>	<p>This is a further element to increasing staff confidence to teach PE, providing high quality teaching. This therefore also impacts the children to experience quality PE lessons.</p> <p>Support to implementation of assessment base on AT experience and skills.</p> <p><u>Sustainability:</u></p>	<p>Cost of PPP pe planning continued: £474.00</p>

<p>over time for her involvement and coaching time with the children.</p> <p>-All staff will remain working alongside AT to model teaching and gain specific sports advice for activities and adaptations to a lesson</p>			<p>Develop an apprentice with scope to future employment</p> <p>CPD for teachers to up level abilities and PE understanding which will be carried forward in to their future practices.</p>	
<p><b>Increase engagement in lunchtime activities</b></p> <p>-PE apprentice to be given responsibility to set up / provide a variety of activities during the lunch hour. (Focusing on SB)</p> <p>-KH to set up activities for GR</p> <p>-Activity bags to continue being used (AT for SB, KH for GR)</p> <p>-TA / support staff training to increase knowledge of activities.</p> <p>-Participation of children to be linked to gaining reward points (house points)</p> <p>-Activities to incorporate opportunities for competitions / house competitions</p> <p>-Lunchtime duty rota linking to additional sporting activities implemented (to be rotated throughout the year).</p> <p>-Use of Sports Ambassadors to support activities and monitor participation.</p>	<p>AT – apprentice</p> <p>TAs linked to an activity</p> <p>Children</p>	<p>2.Engagement of all pupils in regular physical exercise</p> <p>3.The profile of PE and sport is raised across the school as a tool for whole school improvement</p> <p>4. Broader experience of a range of sports and activities offered to all pupils.</p> <p>5. Increase participation in competitive sport</p>	<p>Children will have a wider variety of activities to participate in throughout the year. These will be delivered to a high standard. Sports Ambassadors will be supported during the delivery / runny of activities to increase their confidence.</p> <p>Monitoring will be in place to also support changes to activities based on Sports Ambassador feedback / pupil voice towards the activities children want to participate in. We will have a more active playground on both sites = more children meeting their daily physical goal.</p> <p><u>Sustainability:</u></p> <p>Encouraging children to engage in more activity will support them becoming fitter and healthier – learning positive, healthy habits to stay active.</p> <p>Sports Ambassadors to train new SAs each year (hand over period)</p>	
<p><b>Continue to establish Sports Ambassadors.</b></p> <p>-Children to apply for the role, 6 will then be selected</p> <p>-Lunchtime sessions, with AT, to be scheduled for them to support</p>	<p>SR</p> <p>AT</p> <p>SAs</p> <p>Children</p>	<p>2.Engagement of all pupils in regular physical exercise</p> <p>3.The profile of PE and sport is raised across the school as a tool for whole school improvement</p>	<p>Raise the profile of PE amongst children</p> <p>Provide activities / sports that children wish to engage with</p> <p>Increase opportunities for children to be involved with sports in a coaching capacity</p> <p>Develop children’s leadership skills.</p>	

<p>activities.</p> <p>-SR to support to monitor participation, leading to SAs then monitoring it for future engagement.</p> <p>-SR to schedule dates throughout the year for SAs to gain pupil voice / feedback towards activities and future activities</p> <p>-Use SAs to support with house competitions (lunchtime and whole school events eg. Sports Day).</p>	<p>participating in activities</p>	<p>4. Broader experience of a range of sports and activities offered to all pupils.</p>	<p><u>Sustainability:</u></p> <p>Future ambassadors will receive training for current SAs.</p> <p>Raising the profile for younger year groups to want to be involved in lunchtime activities or future leadership roles</p> <p>Use of pupil voice and feedback to ensure we are providing what the children wish to engaging with. (Initial to increase participation numbers but to then support maintaining these).</p> <p>If equipment is purchased – SA feedback and monitoring will support this being equipment that addresses the children’s wishes for engagement, including activities / sports outside of the designed curriculum.</p>	
<p><b>Increase the participation in competitions</b></p> <p>-Outline the expectation of class house competitions at the end of each PE unit. Teachers to organise and run (along with AT if applicable) based on one of their PE topics.</p> <p>-Token boxes and tokens to be purchased and set up on both sights for children to be awarded HPs. <i>(These will need to be collected and counted by SAs and SR)</i></p> <p>-Additional House competition schedule to be organised and shared for events throughout the year eg. Alternative sports day, fun run etc.</p> <p>-SAs to be trained (via AT and SR) to support the running of such events.</p>	<p>Teachers</p> <p>AT and SR</p> <p>SAs</p> <p>Children participating</p> <p>WW- SGO</p>	<p>3.The profile of PE and sport is raised across the school as a tool for whole school improvement</p> <p>4. Broader experience of a range of sports and activities offered to all pupils.</p> <p>5. Increased participation in competitive sport</p>	<p>Less active children have begun to participate in sports competitions (house competitions and lunch time activities).</p> <p>Less active children have engaged with opportunities to participate in sports via a leadership / officiating role.</p> <p>Varying opportunities of House competitions to encourage pupil participation across a broader range of activities to raise the profile of house teams.</p> <p>A higher percentage of children to experience competitive sports outside of school via the School Games Competitions. (Increasing the number of competitions attended from 22-23).</p>	<p>£100</p>

<p><b>SGO competitions</b></p> <ul style="list-style-type: none"> <li>-Girls football team to be established and participate in the league.</li> <li>-Selected competitions to be attended, aiming to providing at least 2 opportunities for KS1, KS2 and SEND each throughout the year.</li> <li>-Potential to host competitions</li> </ul>			<p><u>Sustainability:</u> Competition links to external provides, encouraging children to uptake in sport outside of school. Making community links to bring in club representatives</p>	
<p><b>Stormbreaker</b></p> <ul style="list-style-type: none"> <li>-Sessions to be continued.</li> <li>The use of these activities is to prompt mental wellbeing through physical movement.</li> <li>-Steps to implement as a whole school approach: 1 – Leaders trained in the academic year 22/23 will lead training sessions for all staff. 2- SR &amp; LF (SENDCo) to create class accounts and users. (Trial period) 3- KS leaders to identify opportunities in timetables to complete sessions.</li> </ul>	<p>Teachers and TA's in class to provide opportunities for these sessions. SENDCO and 1:1 TA's using it for individual targets.</p> <p>Children participating within lessons as well as individual children who are identified for SEND or SEMH.</p>	<p>2.Engagement of all pupils in regular physical exercise</p> <p>3.The profile of PE and sport is raised across the school as a tool for whole school improvement</p>	<p>Staff training will enable more people to lead these activities and therefore utilise opportunities in the timetable to complete Stormbreaker sessions.</p> <p>Offering opportunities to make cross-curricular links in terms of PHSE</p> <p>Stormbreaker certificates and awards to be shared in assemblies to recognise class / children's efforts across all groups involved.</p> <p><u>Sustainability:</u> Continuous access to online resources allows this to be an on-going and growing initiative.</p>	<p><i>Cost was covered in the previous budget and therefore resources will be transferred to this academic year.</i></p>
<p><b>Swimming to be review in Summer term</b></p>	<p>Year 4 sessions x8 Year 5&amp;6 top up sessions. Hourly sessions</p>	<p>2.Engagement of all pupils in regular physical exercise</p> <p>4. Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Coaches will be organised via leisure centre Travel provided by school SR coaching to support with costs</p> <p>Assessments from 22-23 to be used to inform catch up sessions for yr5&amp;6</p>	<p>£2000</p>

## 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?	77%	<i>All Year 6 were offered swimming sessions but as an extra top up. 53% completed the additional sessions. Children's assessments have been based on those already attending outside clubs and have completed this target plus their swimming assessments from previous years.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	70%	<i>7% of the swimmers identified above lack confidence to complete a range of strokes but have made progress towards using these during their top up sessions.</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>70%</p>	<p><i>This has been completed and assessment in previous swimming sessions and those attending clubs outside of school.</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</p>	<p>As mentioned above, 53% of pupils chose to participate in the top up sessions. Those who did not require the top up sessions did not attend and assessments / data has been based on previous swimming sessions and outside club attendance.</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, to some capacity</p>	<p>Staff who have attended the swimming sessions have followed a group to support coaches and can recognise the ability of the swimmers attending.</p>



Signed off by:

Head Teacher:	<i>Bernice Waite</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Stephanie Reed – PE lead, Maths lead, Years 2-6 lead, class teacher</i> <i>Ami Henkes – PE lead, Maths lead, KS1 leader, class teacher</i>
Governor:	<i>Ashley Braund</i>
Date:	20.10.23