



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.

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>Working alongside specialist PE teacher and PE lead.</p> <ul style="list-style-type: none"> • Observations • Learning Walk • Team Teaching • Modelling lessons <p>P.E planning available before the session for teachers and sports coaches.</p> <p>Notes to be written about each session to allow any children to be supported throughout the week or to challenge children further.</p> <p>P.E Planning monitored to ensure the best lessons for the children.</p> <p>P.E lead to attend P.E conference</p>	<p>To promote and continue high quality PE lessons ensuring the children understand their attributes of their body and movement that links to a healthy lifestyle (mental and physical)</p>	<p>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>The PE curriculum is strong and clearly planned for across school. Lessons are planned to meet all knowledge progression steps and observations undertaken show lessons are delivered to a high standard.</p> <p>Our sports coaches are strong and as a result our teaching staff continue to increase in confidence in teaching and assessing PE. The new PE Lead will work closely with sports coaches to ensure the yearly plan meets the needs of our children and coverage according to the NC and our KPOs. The new PE lead will be learning school systems, observing, monitoring, ensuring we have the right equipment and planning intervention programme in tandem with the SEND lead to target certain children.</p>	<p>Annual subscription to the School Sports Partnership Approx: £11,500</p> <p>Subject Leader release time Approx: £1000</p>

<p>Provide opportunities from expert PE specialists to encourage to inspire and motivate the children to participate in a variety of physical activities:</p> <ul style="list-style-type: none"> -Intervention groups, active playgrounds, healthy lifestyle. -Football/games once a week across Year 1 and Year 2. -After school clubs- football, multi sports. (Further into the year more clubs TBC by our KS1 Sports provider.) -Continue to liaise / work with families whose children have not attended an afterschool activity. - Create register to ensure all children have had the opportunity to attend after school clubs and monitor 	<p>To increase the engagement of all pupils in physical activity daily during lunchtime, break times and afterschool in a variety of different sport.</p>	<p>Key indicator 2: The engagement of all 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</p>	<p>We aim to keep the existing model we have of PE coaches delivering sessions, teachers observing and learning from them and then delivering lessons where the PE coach gives informal feedback. Children receive high quality PE lessons from a qualified coach impacting on attainment at the end of KS1.</p> <p>To continue focusing on original implementation targets. School is satisfied that these are being successfully delivered, opportunity here for us to now evolve and build on strong foundations that have been put in place in the last academic year.</p> <p>Identify additional clubs that will involve children from F2 more to promote a more balanced uptake across the school.</p> <p>Consider new staff who may join the Midday team throughout the school year. Ensure that they are upskilled and supported in promoting and managing positive behaviours and structured play at lunch time. As school TA roles have now</p>	
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<p>children. F2 children to take part in weekly Forest School session</p> <p>Sports coaches to guide and facilitate pupils in a wider range of playground activities during break and lunchtime to improve and maintain high standards of behaviour at lunchtimes.</p> <p>Extend the hours of our sports coach to allow small additional group interventions to take place to benefit the needs of our children with high level send.</p> <p>Continue to share sporting achievements throughout school</p> <p>Mention Assemblies to continue to celebrate children's achievements in and outside school. Newsletters to report on sporting achievements.</p>	<p>To promote lifelong love of sport and the benefits of why we participate in sport</p> <p>To continue to raise aspirations of all pupils to achieve excellence including those from different ethnic backgrounds and those with SEND.</p>	<p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</p>	<p>Pupils more engaged in physical activity during break and lunchtimes: improved behaviour at lunchtime.</p> <p>Increased confidence of lunchtime staff.</p> <p>Pupils motivated and see sport, physical activity as fun.</p>	
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<p>Organise a variety of clubs which include:</p> <ul style="list-style-type: none"> • Football • Multi skills • Lunch time clubs • Sports day • Sponsored walk • Balance bikes • Forest School <p>Children to become sports captains. Two children from each KS1 to become sports captains. This will encourage the children to take a lead on creating games within the playground, monitoring equipment, talk to the other children on how to improve P.E for everyone</p>	<p>To provide children with additional sporting opportunities that make links with the local community</p> <p>To provide a wider range of curricular and extra-curricular sporting activities</p> <p>This will impact the children offering them an incredibly large variety of sports to participate in and learn about leading to children being able to build more confidence across multiple unique sports.</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>After school and lunchtime clubs to be hosted by sports provider and also school staff.</p> <p>Participation will continue to be monitored and children with low or minimal participation will be targeted to help increase individual attainment levels.</p> <p>We are very happy with the way our club system works and will continue in 2023-24 with the addition of F2 starting clubs in the summer term and ensuring our PE clubs in year 1 also cater for the needs of a high level SEND cohort.</p> <p>Sports captain role to be developed promoting more responsibility and an active part in creating games and monitoring equipment around school.</p>	
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<p>Organise sports competitions with other local schools. E.g Next Level Sports Athletics Competition. 9.11.23</p> <p>Whole School Sports – a variety of activities for all to participate and achieve.</p> <p>Intra sports & comp. Where appropriate: sports days, goal scoring, athlete sponsored event.</p> <p>PE Specialist to continue to deliver competitions.</p> <p>Throughout lessons encourage healthy competition.</p> <p>Using Euro 2024 encourage the children to take part in the build-up. Everyone to support England and another country. Classes to track the games.</p>	<p>To encourage children to participate in and enjoy a variety of competitive sports and develop their love for sport.</p>	<p>Key indicator 5: Increased participation in competitive sport</p>	<p>School has registered itself into annual games competing against multiple schools in the Gedling area. These games will begin within school Year 2023/24.</p> <p>Local Area Gedling Games Entry (23/24) £180 →</p> <p>To begin to build the schools sporting profile across the local authority by participating in the Local Area Gedling Games. This will allow children the opportunity to learn a new skill and to embrace / participate in positive competitive sports.</p> <p>School will continue to host its annual Sports day, involving all year groups F1 – Y2. School will operate multiple competitive races open to all children of any ability. Celebrating healthy competition and contribution of all individuals. Staff & parents will also take part in competitive races, promoting healthy sportsmanship to pupils.</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
<p>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Working alongside specialist PE coach:</p> <ul style="list-style-type: none"> •Observations •Learning Walk •Team Teaching •Modelling lessons 	<p>Lessons were planned to meet all knowledge progression steps and observations undertaken show lessons were delivered to a high standard. All children received high quality PE lessons and made significant progress at their level.</p> <p>Intervention programme designed to target specific children worked well. Individual children with barriers to learning made good progress in this subject.</p>	<p>Throughout the year, staff continued to increase their confidence in teaching and assessing PE through working closely with the PE coach.</p> <p>Due to new members of staff joining our team, this needs to continue to be a priority.</p> <p>Due to the success of this intervention, this needs to be planned in partnership with the SENCo for existing children on our register and include children from our new cohort in F2.</p>
<p>Key indicator 2: The engagement of all pupils in regular physical activity</p> <p>To increase the engagement of all pupils in physical activity daily during lunchtime, break times and afterschool in a variety of different sport.</p> <p>Implementation of Forest School with our F2 children.</p>	<p>Pupils were much more engaged in physical activity during break and lunchtimes. As a result behaviour at these times improved as children were motivated and inspired to take part.</p> <p>All children actively immersed in Forest School sessions. Quiet, reluctant speakers flourishing. Children embedding our values of Resilience, Curiosity Responsibility, Independence, Self- belief.</p>	<p>Ongoing: Ensure that all midday staff are upskilled and supported in promoting and managing positive behaviours and structured play at lunchtime.</p> <p>Next steps: Consider implementation of Forest School sessions with targeted groups of children and Key stage 1 year groups.</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <p>Organisation of a variety of clubs which include:</p> <ul style="list-style-type: none"> •Football •Multi skills 	<p>Successful uptake of a range of clubs with the addition of F2 starting clubs in the summer term. Our PE clubs on offer in year 1 catered well for the needs of a high level SEND cohort. Children's confidence and self-esteem significantly increased.</p>	<p>Ongoing: Sports captain role to be developed promoting more responsibility and an active part in creating games and monitoring equipment around school.</p>

<ul style="list-style-type: none"> •Lunch time clubs •Sports day •Sponsored walk •Balance bikes •Forest School <p>Key indicator 5: Increased participation in competitive sport</p> <p>To encourage children to participate in and enjoy a variety of competitive sports and develop their love for sport.</p>	<p>By participating in the Local Area Gedling Games twice throughout the year ensured that our schools sporting profile across the local authority has been raised. This participation allowed our children the opportunity to learn a new skill and to embrace / participate in positive competitive sports.</p> <p>School successfully hosted its annual Sports day which involved all year groups F1 – Y2. School operated multiple competitive races open to all children, celebrating healthy competition and contribution of all individuals.</p>	<p>Ongoing</p> <p>Ongoing</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?	%	N/A
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	%	N/A

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	%	N/A
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/No	N/A
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	N/A

Signed off by:

Head Teacher:	<i>(Name) Rachel Otter</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>(Name and Job Title)</i> <i>Lucinda Cox: PE Lead</i>
Governor:	<i>(Name and Role)</i>
Date:	