



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.**

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
To ensure all pupils have access to sports equipment at break and lunchtime to encourage regular physical activity (making sure the equipment is accessible for SEND pupils)	Pupils engage in physical activity more-which was observed and noted in our PE Governor Monitoring visit. Pupils have voiced that they are active and 81% of the children use the equipment most days or every day. Children comment on how it keeps them healthy.	£13817-this was a percentage of our budget however we were lacking a lot of accessible equipment. The equipment that was purchased is now regularly used and has increased the amount of active minutes our children participate in.
To ensure that we have a high quality sports coach to deliver 50% of PE sessions and after school clubs.	Increased rates of children attending afterschool clubs which is now up to 69% of the whole school. 50% of PP children have accessed an after school club and 40% of SEND and 100% of EHCP children have attended. Breakfast clubs have now also started and have been well attended.	£1581-More money could be dedicated to this budget to allow for more SEN and PP children to access our breakfast and after school clubs.
To continue to use Real PE and ensure ECT gets training/mentorship to ensure it is delivered correctly.	100% of staff said they felt confident delivering Real PE sessions and that they felt the children benefitted from it. Children feel challenged in their PE lessons and enjoy them.	£695-This cost will continue as staff and pupils are both happy with Real PE and they are gaining strong PE knowledge that can be differentiated for all pupils.

<p>To ensure that all pupils experience a range of sports throughout the year.</p>	<p>Pupils use the resilience taught in the Scooter sessions in other lessons-'Practice makes progress' is heard throughout the school. EYFS and KS1 were able to make learning more accessible by relating it to real life experience.</p>	<p>£1465-children have experienced a vast range of sports within school and this must continue as there is little to no public transport out of the village so some families find it challenging accessing clubs outside of school hours</p>
<p>To take children to sporting competitions throughout the year</p>	<p>UKS2 have accessed sports competitions this year and were successful in winning the Tag Rugby. 83% of SEND in UKS2 and 80% of PP in UKS2 also accessed competitions.</p>	<p>£2350-due to the inaccessibility of the village we will continue to take the children to competitions and festivals to give all children the opportunity to experience this.</p>

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
To continue to promote healthy lifestyles and use pupil voice and school council to determine how best to do this	<p>Sports coach, dance teacher and teachers - as they need to lead the activities.</p> <p>Lunchtime supervisors - as they will need promote sports during lunch times.</p> <p>Pupils – as they will take part.</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>£3400 Sports Coaching £150 Dance teacher £4000 Lunchtime sports</p>
To get higher rates of SEND pupils and PP pupils accessing breakfast or after school clubs.	<p>Sports coach and dance teacher as they need to lead the activities.</p> <p>Class Teachers-as they will need to use the knowledge of their children to communicate with the sports coach about what sports clubs would be of interest to the children</p> <p>PE lead-responsible for creating and gathering pupil voice and gathering statistics and observing trends.</p>	<p>Key indicator 2 -The engagement of <u>all</u> pupils in regular physical activity</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 and barriers to sport removed so all pupils can participate.</p>	

<p>To continue with Real PE and ensure that ECT is supported through adequate monitoring.</p>	<p>PE lead-responsible for lesson observations and support of ECT.</p> <p>Teachers, sports coach and ECT- will be delivering Real PE lessons to their classes.</p>	<p>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</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>More pupils accessing high level PE lessons that encourage engagement, challenge and building resilience.</p>	<p>£695 – Real PE £2300 – Sports Package</p>
<p>To continue to provide experiences from a range of sports for children. Try to also link them to local clubs to encourage sport out of school.</p>	<p>PE lead-organising trips and visits</p> <p>Staff-taking the children on these visits</p> <p>Clubs within the local areas-to create links</p> <p>Pupils-participating within these experiences</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 5: Increased participation in competitive sport</p>	<p>Encouraging pupils to use the skills they have learnt within competition and apply it. To learn rules and sportsmanship. To allow children to engage within a large range of sports.</p>	<p>£3075 – trips and experiences £3150 – Equipment</p>
<p>To ensure more children get to access school competitions.</p>	<p>PE lead-booking and arranging these competitions</p> <p>Sports coach-preparing the children for the competitions</p> <p>Staff-taking the children to these competitions</p> <p>Pupils-Participating within these competitions</p>			

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
To promote healthy lifestyles for all pupils using pupil voice to determine how best to do this.	Pupils stated that they wanted more trips and competitions that allowed them to enjoy and learn about sports. They also asked to have new sports introduced to breakfast and after school clubs so they could continue to try new sports. As a result of this feedback KS2 will have a trip to Wembley Stadium that focuses on cross-curricular lessons based on Wembley's most iconic moments as well as a tour of the stadium. During lunch and break times, the children have been provided more structured sports and as a result of this children are now regularly observed playing cricket, tag rugby and basketball, not just football and this has meant that far more children are active at break and lunch times. The sports that we have provided 18 different breakfast and after school clubs this year with a variety of sports such as: basketball, curling, fencing, dance, gymnastics and mind sports. 70% of our children have accessed these clubs throughout the year meaning that a vast majority of our children are accessing sports clubs that help promote a healthy lifestyle.	The range of sports clubs that will provide will be continued to ensure that we can continue to get some high numbers of engagement within our breakfast and after school clubs. We also wish to ensure that we get the Y6 children training on how to deliver sports and games at break and lunch time and this can be done through our Real PE subscription with our Sports Coach. This will be timetabled within the start of the school year and will allow the children to take leadership of their own break and lunchtime as well as practice vital sports skills and this will continue throughout the school year.
To get higher rates of SEND and PP pupils accessing breakfast or after school clubs.	50% of PP children accessed breakfast and/or after school clubs which is the same as last years numbers and 57% of SEN pupils have accessed breakfast and/or after school clubs. This has risen by 17% from last year. This shows	To get a parent questionnaire out to see what the barriers are to SEN and PP children that stop them from attending and then use PE Premium funding to help remove these barriers.

<p>To continue to use Real PE and ensure that ECT is supported through adequate monitoring.</p>	<p>that the wide variety of sports that we have provided have been accessible and of interest to a large proportion of our students</p> <p>The ECT passed her ECT year with very positive observations in PE as well as the PE coach. Engagement levels were high from the children and they all progressed throughout the lessons-including GLP and SEN children. Pupil voice about PE lessons is yet to be collected but this will be completed before the end of the school year and this will inform us more about how children feel about PE and whether or not it is positive experience for all. Our school have also made it to the National Finals of a Tag Rugby tournament which also reflects how successful our PE delivery is (especially being such a small school).</p>	<p>We will be experiencing large amounts of staff changes within the next academic year and so a focus point will be how confident staff feel delivering PE, ensuring it is monitored rigorously (with training) to ensure that the delivery of PE stays at a high standard. A new staff questionnaire will also need to be held to see how new staff feel about delivering Real PE.</p>
<p>To ensure that all pupils experience a range of sports throughout the year and try to link them to local clubs.</p>	<p>BMX Academy has been booked for KS2 and will happen on the 28/06/24. This session builds in Growth Mindset and mixes it with the physical challenges that sport can bring. Resilience is a skill that our children need reinforcement in and this is an experience that they talk about and refer to throughout their time through the school "practice make progress" is often referred to within all lessons and not just PE. Pupils who participate within sports outside of school are encouraged to bring in awards to show the whole school within our celebration assembly to help build links with the local sports community. Within the pupil questionnaires it will be asked how many pupils participate within sports outside of</p>	<p>We have a range of males and females that participate in a range of sports outside of school. So far we have children participate in swimming, football, dance, cricket, tennis and basketball clubs out of school. Some of these children are competing and county and national levels for their sports.</p>

<p>To ensure more children access school competitions or festivals.</p>	<p>school. This will enable to measure whether or not this promotion of sports outside of school has a positive effect on promoting these levels of sports.</p> <p>This year we have applied to participate within 1 competition and 2 sporting festivals. Unfortunately, the tennis festival and the girls' football festival had to be cancelled due to the weather. We were unable to make the rearranged girls football festival due to other commitments and the tennis festival is yet to be rearranged. The competition we took part in was the Tag Rugby competition held by Northampton Saints. We have been able to make it successfully to the National Finals which is a huge accomplishment for such a small school. The impact of this is that it has inspired the children within the school to play Tag Rugby at lunch times and they are celebrating their accomplishment thus promoting sport and competition to the rest of the school.</p>	<p>This is an area that we must continue to focus on. Next year, we must use our links within our new academy and with local schools to hold competitions as well as competing in the ones within the Sports Partnership that we are a part of.</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?	75%	Our pupils have been accessing swimming lessons since Year 3 (not including the Covid years). It is due to this that we have 75% of our Year 6 cohort able to swim 25 meters. However, the cohort is so small (8 children) that individuals make a big difference to the data.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	75%	Our pupils have been accessing swimming lessons since Year 3 (not including the Covid years). It is due to this that we have 75% of our Year 6 cohort able to use a range of strokes. However, the cohort is so small (8 children) that individuals make a big difference to the data.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>75%</p>	<p>Our pupils have been accessing swimming lessons since Year 3 (not including the Covid years). It is due to this that we have 75% of our Year 6 cohort able to perform safe self-rescue in different water-based situations. However, the cohort is so small (8 children) that individuals make a big difference to the data.</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>The pupils who cannot meet the swimming expectations will be going to a local school's swimming pool with a swim instructor to give them a greater chance of being able to meet these expectations by the time they leave year 6.</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>No</p>	

Signed off by:

Head Teacher:	<i>Kim Holtby</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Katie Chaudhry Subject Leader</i>
Governor:	<i>Jo Helmy</i>
Date:	13/06/24