The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

Commissioned by

Department for Education

Created by

association for Physical Education

YOUTH SPORT TRUST

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 meet all the key priorities, you should select the priorities that you aim to use any funding towards.

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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 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 therefore 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
Looking Back: • PE Hub Subscription.	• Subscription to the PS Hub has given the teachers the support and CPD they need to be able to deliver the PE curriculum to a higher standard.	• Staff would like subscription to the PE Hub to continue.
Playground Makeover: • New play equipment on the playground including slide, climbing equipment and trim trail. • Zoning of the playground.	• Children have more opportunity to be active on the playground. Especially children in KS1 who are not old enough to use the outdoor gym equipment. • Children are more active in their play and there are less behaviour issues as children are occupied. • There are now a range of activities so that all children can be busy from playing chasing games, to dancing, to using the gym equipment to using the trim trail.	• Need to ensure the children are looking after the equipment. • Look to train and create play leader roles. • This is where the bulk of the funding went in the previous year – we did one large playground makeover project with the funding (£15,800). This was also supported by funding from DCAT and Barnsley Trust.
Looking Forward: • This summer (2023) the teachers attending the Y6 residential noticed that several of the children were struggling with the water based and high rope activities. Many did not have any resilience or know how to overcome their fears to take part in the activities. Several children gave up before they had even tried. • Extend participation in the Time2Dance event to give children in KS1 the chance to develop their dance and performance skills. This will also support children's resilience.	• To develop a plan of activities that supports children to develop their resilience and knowledge and experience of outdoor adventure activities to include water based and high rope activities. • Children will have increased resilience and in years to come will be better able to face fears, try new activities and take part in activities at the Y6 residential. • Children in Y1 to take part in KS1 Time 2Dance February 2024. Outside coaches to be used to choreograph and teach the dance. Teacher to attend as CPD opportunity and to rehearse children outside of the lesson.	• PE subject leader to plan a series of one-off activities that broaden children's experience of sporting activities (key indicator 4) and develop the skills needed for participation in competitive sports (Key Indicator 5). • Children in Y1 take part in Time2Dance 2024 at the White Rock Theatre. Teacher dance CPD.

Key Priorities and Planning:

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
A Broad and Diverse PE Curriculum: To create a planned sequence of physical activities that develop children's knowledge of, and participation in, a wide range of sporting activities. To develop children's courage and resilience to try and take part in new activities. To increase children's participation in outdoor adventurous activities. **Year 1:** Take part in a dance event and perform on stage to an audience. **Year 2:** Take part in team games and high ropes course. **Year 3:** Raft building and stand-up paddleboarding on a river. **Year 4:** High ropes and team building activities (build on Y2 experience) **Year 5:** Dinghy sailing and windsurfing on an inland water (lake). **All Year Groups:** Zumba sessions (provided by outside coach) to develop children's co-ordination and cardio.	Pupils as they get to take part in a wider range of activities that they may not have tried before. Pupils as it provides opportunities to build their confidence and resilience in trying new activities. Teachers and children as the activities have been planned to build and develops relationships between pupils and pupils and pupils and staff.	**Key Indicator 1:** Increased confidence, knowledge, and skills of all staff in teaching PE and sport. **Key Indicator 3:** The profile of PE and sport is raised across the school as a tool for whole school improvement. **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils.	Children take part in a wider range of sporting activities. Children's confidence and resilience is improved as they try and succeed in new activities. The teacher's knowledge of different sporting / physical activities is improved. School value of courage is put into action in a sporting context by staff and pupils. Children discover new activities that they enjoy and will consider taking part in. Teachers develop their knowledge of teaching cardio workouts to music. Children have strategies for supporting their mental health and well-being.	Year 1 Dance coaching, costumes & transport: £1260 Y2 Go Ape Coach and Experience: £1110 Y3 SUP and Raft Building experience & coach £1511.60 Y4 High ropes, team building and coach: £1589.55 Y5 Sailing, windsurfing and coach: £1550.60 All year groups: Zumba coaching and mindfulness classes £2837.25 **Total Spend: £9859**

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
Staff CPD: To provide all teaching staff with a framework that supports delivery of high-quality PE lessons. To provide training for staff on the delivery of PE. To provide training and support for the PE subject leader through the local PE network.	Teachers more confident to deliver effective PE supporting pupils to take part in extra activities inside and outside of school.	**Key Indicator 1:** Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	Subject leader is kept up to date on PE leadership. The subject leader has a network of support and training available to them. All teachers given guidance and support in planning and delivering effective PE lessons.	Membership of PE hub to support delivery of our school curriculum. £600 Membership of the local PE Sports Games Partnership. £1500 **Total Spend: £2100**
Children take part in competitive sporting events: To ensure that the children can take part in interschool games competitions.	Pupils can develop their sporting skills and take part in competitive events in school and against other schools at cluster events.	**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. **Key indicator 5:** Increased participation in competitive sport.	Children can take part in competitive sports events which develops their resilience and courage. Children learn the value of taking part in competitive events and learn how to win and lose in a competitive situation.	Supply cover for children to attend competitive events outside of school: • Cross-country • Girls' football • Boys' football • Mixed football • Tag rugby • Gymnastics • Sports hall athletics • Cricket **Total Spend £1000** (other costs within the Sports Games membership)
Children learn to swim: To ensure that all children learn to swim and have a good understanding of water safety.	Children to learn to swim in **all** year groups and develop their knowledge and understanding of water safety including lifesaving for the most confident swimmers.	**Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils.	Children learn to swim and develop knowledge of water safety. Children develop a broader experience of sporting activities.	Funding of additional swimming lessons. **Total Spend: £2020**

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
PE Equipment: To ensure that all the equipment is available to ensure that teachers can deliver high quality PE lessons. To ensure that all PE equipment is safe to use.	Children have the resources they need to be able to do the PE unit being taught to a good standard. Teachers have the equipment they need to be able to deliver high-quality PE lessons. The equipment being used I safe to use and meets current safety standards.	**Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils.	Maintenance of the equipment prolongs the life of the equipment, meaning it needs to be replaced less frequently. PE resources have been sorted and storage improved. The PE resources needed each term are placed in a separate shed so that it is not lost, and the wrong equipment is not needed. Ensures that the PE equipment is looked after.	**Total Spend: £2651**

Key Achievements 2023-2024

Activity/Action	Impact	Comments
Year 1 dance lessons from a professional coach and participation in a celebration of dance on a stage to a live audience.	• Children who would not have taken part in a dance event learnt a dance and enjoyed taking part in dance lessons. • Challenged the stereotype that dance is only for girls. • Children developed the courage to take part in an event watched by an audience (100% of the Year 1 took part in the performance and danced on stage). • Positive parent feedback about the opportunity. • Children went on to take part in the after-school dance club later in the school year (5 children).	• A lovely event which involved several schools taking part and the children watching each other's performances. The children were nervous but overcame their fears and experienced success and learned that nerves can be controlled. • Although it was a not a competitive event it was a good introduction into the skills needed to take part in competitive events. • The children performed a good quality dance which had developed their dance skills. • The performance was enhanced using costumes and made it feel more like a special event. • The school wishes to continue this activity next year.
Children in Y2 to Y5 taking part in a range of outdoor learning activities and experiencing sports activities that they had never tried before.	• Children discovered that they could learn new activities and it was good to try things they had never tried before. • Some children did not develop a love for the new activity but enjoyed the experience and the feeling of trying something new. • Some children who thought they were not good at sport shone in the new activities e.g. one Y5 boy who hates sport loved windsurfing and showed a real flair for it. He announced, "This is the only sport I have ever been able to do!". • Children learnt that they could feel nervous but could find their courage and experience success and then build on this to keep going. The activities were great for developing the children's courage and resilience.	• This sequence of activities was developed because when the children in Y6 were attending their PGL residential many of them had not done high ropes and water-based activities which impacted on some children's ability to take part. • It was decided to trial using the Sports Premium funding to enable a PE enhancement for each year group that would develop their resilience and courage and meet key indicator 4 by broadening children's range of sporting activities.

A series of mindfulness and Zumba sessions for children from YR to Y6.	• The older children particularly like the mindfulness sessions (Y4 upwards). It is particularly helpful for children in Y6 ahead of their statutory assessments to revisit techniques for self-calming. This will continue as an enhancement to the PE curriculum but will be teacher led using the knowledge they have learned from attending the sessions and support from the resources within PE hub. The younger children need to do the activities in much smaller bursts so this will be better delivered as part of the normal teaching. The mindfulness strategies can be used as calming down activities at the end of a PE lesson. • It was also beneficial that the teachers joined is as they can then use the techniques to support their own mental health and well-being. • The children did enjoy the Zumba sessions, and this was a great cardio workout, but this will not be continuing next year as a stand-alone session. The teachers will be able to use what they have learned from taking part in the sessions to do cardio warm-up session for units within gymnastics and dance.	• The children had 6 weekly sessions of mindfulness and 6 weekly sessions of Zumba. • Mindfulness was a continuation of what had been happening post covid to address increased anxiety around school attendance and to support children's mental health and well-being. • Zumba was introduced this year to develop children's coordination skills and to provide children with a cardio workout each week. This addressed key indicator 4 and 2. • This will not continue next year as staff have now developed the skills to continue mindfulness as needed with their classes and there are activities on PE Hub that can further support teachers.
PE Hub Membership and Sports	• Teachers continue to enjoy using the PE Hub to help them deliver high-quality PE lessons in line with our school curriculum map for PE. • Staff report that it is helping them to build confidence to teach the full range of PE topics on the curriculum map and not just the ones they are already confident with. • One teacher is no longer defaulting to 'safe' PE lessons which limits the children's PE diet but is teaching the full range of topics and is enjoying teaching them.	• Membership will continue next year and some time for the PE lead to support with teaching of Stoolball has also been factored in for next year. This is not covered within PE Hub as it is a local Sussex game. The PE lead will support the teaching of these units next year. • Next year we have tow ECTs so the Sprits Premium Funding will be used to release the PE lead to support them in teaching 50% of their PE units. • The funding is available as this will be done in place of Funk Fusion supporting Zumba and mindfulness.

Children to take part in more competitive sports events.	• This year the children have taken part in the greatest number of competitive sporting events since COVID when such activities ceased. Last academic year (2022-2023) the school took part in a limited number of competitive events, cross-country and in school activities led by the SSCo from Claverham. • This year children from Y2 to Y6 have taken part in competitive events against other schools including sports hall athletics, cricket, football (boys and girls) tag rugby, cross country, gymnastics, dance and netball. • The children came 2nd in the gymnastics.	• It was great to see the children taking part in an increased number of competitive sports events. Next year we want to use the PE lead to run a lunchtime club linked to the competitive sports events that are happening that term so that the children are better prepared to take part at a competitive level. • The new competition kit donated to the school by parents helped the children feel proud and ready to take part.

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

Question	Stats:	Further context Relative to local challenges
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	83 % (25 out of 30)	*One child joined us at the beginning of Year 6 and had no swimming experience.* *4 further children that did not make the expected standard of 25 metres:* *1 x EHCP and has very poor coordination and muscle control.* *1 x child fear of water and struggled to get into the pool* *All the other children who could not swim 25m could swim at least 10 metres and did meet the self-rescue criteria.*
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	87% (26 out of 30)	*Although some children cannot yet swim 25m they are able to swim using a variety of strokes.* *Those children who have not mastered all strokes are only struggling with butterfly stroke. They can use all other strokes.*
What percentage of your current Year 6 cohort can perform safe self-rescue in different water-based situations?	90% (27 out of 30)	*Of the 3 children that cannot perform a self-rescue one is the child who fears water and struggles to enter the swimming pool and one other is the child that joined us at the start of year 6.* *The other child can swim 25 metres but was absent for some of the lessons in which the self-rescue techniques were taught.*
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?	No	*All children have 12 swimming lessons per year as we have an outdoor swimming pool on site. Those children that cannot swim 25 metres automatically have additional lessons to try and secure this.*
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	*The class teacher does not teach swimming. We employ a qualified swimming teacher. Children have 12 x 30minute swimming lessons in small groups each year with the swimming teacher.*

Signed off by:

Head Teacher:	*Mrs. C. Harvey*
Subject Leader or the individual responsible for the Primary PE and sport premium:	*Miss. B Highwood*
Governor:	*Mrs. J. Fleming (Chair of LGB)*
Date:	26th July 2024