



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/Next Steps
1. To ensure all children are being physical active for at least 30 minutes during the school day.	<p>Children in class are able to move more in order to have regular brain breaks throughout the day.</p> <p>Children are being more active in class by taking part in active videos.</p> <p>Seesaw videos of children being active at home through active homework in all year groups.</p>	<p>Staff to have a bank of active videos on their laptops to use at certain times in the day including lunchtimes and highlight this on their planning.</p> <p>Teaching staff to plan in opportunities for active introductions/lessons at least twice a week in core or non-core subjects and highlight this in planning.</p> <p>Use of equipment outside during playtimes and lunchtimes in order to engage all children to be physically active outside.</p>
2. To improve the dance curriculum throughout the school.	<p>Teacher surveys before the training:</p> <ul style="list-style-type: none"> - 3/6 felt their knowledge and understanding of key skills was adequate or below. 3/6 teachers felt their knowledge and understanding was good. 	

<p>3. To improve confidence in teaching and delivering PE through CPD</p>	<ul style="list-style-type: none"> - 5/6 teachers felt planning a series of dance lessons difficult. 1/6 felt it was okay. - 4/6 teachers felt differentiation in dance lessons difficult. 2/6 felt it was okay. - 4/6 teachers felt assessing dance was difficult. 2/6 felt it was okay. - 5/6 teachers felt behaviour management was okay. 1/6 found it very difficult. <p>Teacher Survey's after the training:</p> <ul style="list-style-type: none"> - 5/6 teachers felt their knowledge and understanding was good or above. 1/6 felt their knowledge and understanding of key skills was adequate. - 2/6 teachers felt planning a series of dance lessons not difficult. 4/6 felt it was okay. - 5/6 teachers felt differentiation in dance lessons okay. 1/6 felt it was difficult. - 2/6 teachers felt assessing dance was not difficult. 4/6 felt it was okay. - 4/6 teachers felt behaviour management was not difficult. 2/6 found it okay. <p>Teachers have been very positive about their training in weekly conversations and during performance management.</p> <p>From the surveys teachers feel they have a clearer understanding of the key skills and more confident delivering dance lessons. They feel a lot more confident and now have a good understanding of how to plan a series of progressive lessons in order to build on skills.</p> <p>Children took part in the Summer Shake and</p>	<p>CPD for Reception, Year One and Year Two in Games, Gymnastics and Dance next academic year. CPD in games for all teaching staff next year.</p>
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<p>4. To be physically active during lunchtimes and encourage and inspire children to take part in a range of sports and activities.</p>	<p>SLT/teaching staff commented on the level of dance this year compared to previous years.</p> <p>Increased confidence in planning games lessons for staff who attended. Staff shared top tips with all teaching staff during staff meeting. PE coordinator devised a 'Top tips' using the staff's feedback for teaching staff to use in planning meetings</p> <p>100% of children were allocated 3 clubs this year. Has provided children with a range of physical activities/games, giving them the opportunity to improve key skills. Inspired children to engage in a range of different sports including beyond those they would normally access in PE. Increased opportunities for developing key skills in different areas linked to learning in PE lessons. Clubs have encouraged children to adopt a healthy and active lifestyle through playing sport and other activities. Clubs have developed children's confidence and social skills (mixing with peers from other classes/year groups). Clubs have also developed children's resilience and attitude towards competition. Gave Year Two the relevant training in order to be mini play leaders at lunchtimes. Year Two buddies have practised games outside and then taught it to other children with support from the lunchtime staff. Gave other children ideas of what games to play outside. Developed Year Two children's leadership skills and their confidence making up games. Children are being more physically active during playtimes in the area of the playground where the net has been placed. Children have started to explore the climbing net by crawling and climbing which aids in the development of their muscles, motor skills, and coordination whilst still being lots of fun.</p>	<p>More lunchtime clubs next year ran by an outside agency for staff wellbeing.</p> <p>Rewards to be given during clubs for other aspects of sporting achievements e.g. resilience, personal best, working well in a team etc.</p> <p>Lunchtime staff to get buddies involved in playground activities after training from PE coordinator.</p> <p>New Year Two children to be trained in the Autumn term.</p>
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5. To increase and celebrate participation in competitive sport.	10 Year Two children were able to take part in a gymnastics competition and represent their school. They came first out of 4 schools and got the highest scores out of 24 children.	
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Key priorities and Planning

This planning template will allow schools to accurately plan their spending.

Action	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
<p>Improving the quality of teaching and learning for PE</p> <p>To update and upskill staff CPD in specific activity areas: games and forest schools.</p>	<p>Teaching staff Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school.</p> <p>Pupils Taking part in PE lessons.</p>	<p>Key Indicator 3 <i>The profile of PE and sport is raised across the school as a tool for whole-school improvement.</i></p> <p>Key Indicator 2 <i>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.</i></p> <p>Key Indicator 4 <i>Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p>Embedded planning, teaching and assessment system for PE lessons to support staff confidence, subject specific knowledge and therefore outcomes for pupils.</p> <p>Staff confidence and ability to teach high quality PE increase and embed further and pupils as a result will benefit from lessons that they enjoy more and in which they make better progress.</p> <p>Increase outcomes for pupils through improved pupil's progress/skill development/ enjoyment of lessons through the delivery of well-planned lesson and high-quality teaching. Pupils will continue to make good progress in lessons and develop their skills to a good level.</p> <p>Pupils feedback on their enjoyment and engagement in lessons will continue to grow so that all pupils have positive experiences, improved self-esteem, knowledge of the importance of being active and staying healthy and a love of PE.</p> <p>School will be up to date with best</p>	<p>Cover for staff CPD £3735.52</p> <p>Meeting Summer term 2023 – action plan - £300</p> <p>Subject Specific Knowledge support - 4 day in school coaching programme in a choice of activity area – GAMES - £1750</p> <p>3 day securing good PE teaching course, 9:15am-3.30pm: £1350</p> <p>PE conference – PE lead - £300</p> <p>Meeting with Emma from ALS at the end of the summer term to complete academic year 2024/25 action plan and the impact report for academic year 2023/24 - £300</p>

Action	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
			<p>practice ideas and requirement implications from Ofsted/ health and wellbeing and sport strategies around improving outcomes and opportunities for pupils in school.</p>	

Action	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
<p>Raising the profile of PE and providing wider opportunities for activity and engagement.</p> <p>To begin to develop ideas for the development of a forest school area on/off site.</p> <p>To continue to enhance and provide pupils with opportunities to develop their general well-being, health and fitness.</p> <p>Premier Education to deliver a variety of lunchtime activities.</p>	<p>Teaching staff Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school.</p> <p>Pupils Taking part in PE lessons.</p>	<p>Key Indicator 1 <i>Increased confidence, knowledge and skills of all staff in teaching PE and sport</i></p> <p>Key Indicator 2 <i>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.</i></p> <p>Key Indicator 4 <i>Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p>Forest School Through the participation in outdoor and forest school CPD staff have gained new knowledge and resources to support the planning of and teaching for basic forest school activities to enhance learning opportunities for pupils. Staff continue to develop a love of the outdoors and nature and are developing their of life skills including trust, respect, teamwork and communication ready to support pupils.</p> <p>School up to date with any new health and safety in PE advice and this is embedded in policy and risk assessment to ensure maximum safety for pupils during forest school activities.</p> <p>Lunchtimes Staff feel confident in using a range of resources and strategies to promote pupils physical and emotional health and well-being. These are used when needed within lessons and at lunchtimes when necessary.</p> <p>Pupils taking part in my personal best challenges (9 things to do with cards) which motivate and engage them and give them increased confidence and self-esteem in their</p>	<p>Forest School Forest school and Outdoor learning activities for 2 staff members - £320</p> <p>Forest School Termly Cluster Meetings each term for 2 staff members - £800</p> <p>Premier Education Lunch clubs - 11:50-13:20 - £6360 Streetly Academy - £500 Jump Start Jonny Subscription - £289 Jump start Jonny fitness day – £700</p>

Action	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
			<p>abilities and fitness.</p> <p>Increased fitness of pupils through taking part in additional activities offered throughout the school day.</p> <p>Behaviour at lunchtimes improved with pupils being calmer and knowing what to do if they are experiencing confrontational situations.</p> <p>Staff and pupils will continue to use strategies for emotional health and well-being and these will be embedded into practice and have a long term impact on their ability to deal with challenging situations.</p> <p>Life skills developed will staff with pupils in future years and these opportunities within the curriculum will continue to be offered to pupils in suture year groups.</p>	

Action	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
<p>Expanding opportunities for competition & linking with the community</p> <p>To continue to explore and expand opportunities for pupils to take part in competitions, performances and clubs.</p>	<p>Teaching staff Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school.</p> <p>Pupils Taking part in PE lessons.</p>	<p>Key Indicator 1 <i>Increased confidence, knowledge and skills of all staff in teaching PE and sport.</i></p> <p>Key Indicator 4 <i>Broader experience of a range of sports and activities offered to all pupils.</i></p> <p>Key Indicator 5 <i>Increased participation in competitive sport.</i></p> <p>Competitions Calendar of competitions clearly mapped out and fits well to current curriculum overview and extracurricular clubs on offer for pupils</p> <p>Staff / coaches offering pupils opportunities to be competitive or take part in performances at the end of the unit of work.</p> <p>Life Skills Pupils developing and applying key life skills through their participation in PE and sport including trust, respect, teamwork and communication.</p> <p>100% of pupils taking part in some form of competitive situation in the school.</p>	<p>Pupils wider skills learnt through competitive situations and collaborating with others will stay with them. Calendar of events and opportunities will carry on in future years so others will have similar experiences and opportunities.</p>	<p>n/a</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
<p>Improving the quality of teaching and learning for PE</p> <p>To update and upskill staff CPD in specific activity areas: games, gymnastics, dance and outdoor learning.</p>	<p>PE remains a well-managed and well led subject with PE leader being at the cutting edge of best practice and using this knowledge to ensure high quality outcomes for the school. Staff delivery and confidence to teach high quality PE remains high so that future pupils benefit from well taught lessons and the positive outcomes that come from this.</p> <p>Key stakeholders of the school understand and support the subject, and this has become part of the whole school ethos and is something that is highly valued.</p> <p>Forest school activities and tasks folder created by a member of staff who received the CPD – this has been shared with the EYFS team and activities have already been planned and implemented with pupils.</p> <p>Staff Feedback</p> <p>Staff reported that knowledge and understanding prior to the CPD courses was adequate/good but after the course rated 'very good'</p> <p>Staff comments after CPD:</p> <ul style="list-style-type: none"> - The forest school training has been invaluable. I have gained so much more knowledge of forest school skills and practices. I have taken part in lots of exciting and stimulating activities and tasks. I have gained a good understanding of what is involved to help keep children and adults safe including good practice related to safety, regulations and risk assessments. - 'It has been a joy to come away from all the 	<p>EYFS staff will continue to implement forest school activities into their outdoor provision using their knowledge and skills gained from training.</p> <p>Potential further forest school training in using tools safely with pupils.</p> <p>Reception staff member to run a 'Forest Fun' club in the spring term to implement some of the skills learnt in CPD.</p>

<p>Raising the profile of PE and providing wider opportunities for activity and engagement.</p> <p>To continue to enhance and provide pupils with opportunities to develop their general well-being, health and fitness.</p> <p>Premier Education to deliver a variety of lunchtime activities.</p>	<p>training sessions with a new confidence in delivering some of the forest school skills I have been taught with our own children’.</p> <ul style="list-style-type: none"> - After every session of the forest school training I felt I came away with something new that I know our children would enjoy. They will have the chance to gain new skills in our wonderful outdoor environments’. - ‘Have learnt a repertoire of activities and skills which have links to national curriculum and EYFS goals. It also gave me knowledge of safety when using tools with pupils.’ - ‘Throughout the year we have used specific activities from the course into our outdoor provision.’ - ‘I have been inspired to run a club next year using some of the activities after school.’ - ‘It gave me ideas of activities to implement which will assist with the progression with each subject area’ <p>Children in class are able to move more in order to have regular brain breaks throughout the day. Children are being more active in class by taking part in active videos.</p> <p>Jumpstart Jonny visit inspired and motivated children to be active. All children joined in with enthusiasm. Year One/Two children have identified this as their highlight of the year (mentioned in end of year assemblies).</p>	<p>Rewards to be given during clubs for other aspects of sporting achievements e.g. resilience, personal best, working well in a team etc.</p> <p>Lunchtime staff to get buddies involved in playground activities after training from Streetly Academy.. New Year Two children to be trained in the Autumn term.</p> <p>More equipment/games to be set up during break</p>
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	<p>100% of children were allocated 3 clubs this year. Has provided children with a range of physical activities/games, giving them the opportunity to improve key skills. Inspired children to engage in a range of different sports including beyond those they would normally access in PE. Increased opportunities for developing key skills in different areas linked to learning in PE lessons. Clubs have encouraged children to adopt a healthy and active lifestyle through playing sport and other activities. Clubs have developed children's confidence and social skills (mixing with peers from other classes/year groups). Clubs have also developed children's resilience and attitude towards competition.</p>	<p>times in order to encourage children to be more active.</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	<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]?	n/a	<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>n/a</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>n/a</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>n/a</p>	

Signed off by:

Head Teacher:	<i>Debbie Naffati</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Sammi Davis Teacher and PE lead</i>
Governor:	<i>Zoe Spencer</i>
Date:	24.07.24