



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
<p>Employ a sports coach so that :</p> <p>Children are actively engaged in physical activity during break and lunchtime</p> <p>Ensure that pupils value physical activity and see it as an important part of their school day through regular, high quality PE and Games lessons</p> <p>Ensure that staff in school feel supported in planning and delivering PE with confidence, thus allowing children to receive high quality PE lessons.</p>	<p>Premier coach has had a positive impact on both break times and children's engagement in physical activity. A range of sports is set up now on the playground so that children have a choice on their interests and feedback from pupil voice has been positive. Very few children now choose not to participate in games at playtime and those children have been identified in PE interventions as detailed in Key indicator 2. Sports coach has worked with all classes in the school on a varied rota and has taught a variety of games/sports to ensure children are meeting ARE skill standards in PE which is much improved following lack of physical fitness after covid. Feedback from monitoring pupil voice has shown PESSPA is more prevalent, and children are more aware of the variety of physical</p> <p>The sports coach has worked in all classes at different points in the year to deliver high quality PE lessons, allowing the class teachers to observe and learn management techniques. In some cases, this was much needed where we had ECTs or teachers who had moved year groups. Previous to this year, in a staff survey most staff felt underconfident in this subject. Following their work with the sports coach, feedback from staff has 100% improved confidence in knowledge and skill with some teachers (y3,4,5) feeling confident to teach PE without the coaches support.</p>	<p>The strategy of employing a sports coach continues to be successful and will feed forwards into 2023/24</p>
<p>Children will have the opportunity to take part in intra and inter school competitions. The school will take part in the interschool sporting competitions organised by BDAT</p> <p>The school will transport pupils to events</p>	<p>Meetings have taken place to arrange a BDAT indoor athletics competition. The children now attending athletics club and intervention with the sports coach are now working at a ARE skill level in order to be able to compete against others which would not have been the case in the previous year.</p>	<p>First competition to take place in Autumn 23. This will continue to develop over 23/24</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
Employ a sports coach via 'Premiere Education' who will work with each class on a rota basis to introduce games and encourage participation of all pupils in a range of physical activities both team sports and individual fitness work.	<i>Sports coach employed at school 4 days a week. Teachers are able to use these lessons as CPD for their own confidence. Pupils will receive high quality PE lessons and PE interventions</i>	<p>Key indicator 1: The engagement of <u>all</u> 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>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	Premier coach has had a positive impact on both break times and children's engagement in physical activity. A range of sports is set up now on the playground so that children have a choice on their interests and feedback from pupil voice has been positive. Very few children now choose not to participate in games at playtime and those children have been identified in PE interventions as detailed in Key indicator 2.	Funding Allocated £17600 for academic year 2023/24

<p>Ensure that pupils value physical activity and see it as an important part of their school day through regular, high quality PE and Games lessons.</p>	<p><i>Pupils see PE as a high priority lesson in school</i> <i>Teachers and staff also support this and gain high quality CPD.</i></p>	<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.</p> <p>Key indicator 1: The engagement of <u>all</u> 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>Sports coach has worked with all classes in the school on a varied rota and has taught a variety of games/sports to ensure children are meeting ARE skill standards in PE which is much improved following lack of physical fitness after covid. Feedback from monitoring pupil voice has shown PESSPA is more prevalent, and children are more aware of the variety of physical activity they can take part in.</p> <p>The sports coach has run 6 group interventions this year across KS1 and 2 to support pupils with emotional and physical barriers to learning and also G&T pupils to extend and challenge. The feedback from this has been positive with parents and pupils in the wellbeing group reporting improved physical fitness at home and school. These children are now more engaged in their whole class PE lessons and at break times.</p> <p>Through our work with CAS/JUMP we have been able to host Physical activity fundays for parents, worked with the skipping school gaining resources and training. Feedback from this is that the children's skills</p>	<p>See key indicator 1 + grant for £700 gymnastics training fund.</p>
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			have improved since September. We have also through CAS received grants for gymnastics training which will allow us to run after school Gymnastics clubs.	
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Ensure that staff in school feel supported in planning and delivering PE with confidence, thus allowing children to receive high quality PE lessons.	<i>Teachers and staff feel confident when teaching and supporting PE in a wide variety of the curriculum offering pupils high quality range of Physical activity.</i>	Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	The sports coach has worked in all classes at different points in the year to deliver high quality PE lessons, allowing the class teachers to observe and learn management techniques. In some cases, this was much needed where we had ECTs or teachers who had moved year groups. Previous to this year, in a staff survey most staff felt underconfident in this subject. Following their work with the sports coach, feedback from staff has 100% improved confidence in knowledge and skill with some teachers (y3,4,5) feeling confident to teach PE without the coaches support.	<i>See key indicator 1</i>
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<p>Ensure that pupils value physical activity and see it as an important part of their school day through regular, high quality PE and Games lessons.</p>	<p><i>Pupils see PE as a high priority lesson in school</i> <i>Teachers and staff also support this and gain high quality CPD.</i></p>	<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.</p> <p>Key indicator 1: The engagement of <u>all</u> 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>Sports coach has worked with all classes in the school on a varied rota and has taught a variety of games/sports to ensure children are meeting ARE skill standards in PE which is much improved following lack of physical fitness after covid. Feedback from monitoring pupil voice has shown PESSPA is more prevalent, and children are more aware of the variety of physical activity they can take part in.</p> <p>The sports coach has run 6 group interventions this year across KS1 and 2 to support pupils with emotional and physical barriers to learning and also G&T pupils to extend and challenge. The feedback from this has been positive with parents and pupils in the wellbeing group reporting improved physical fitness at home and school. These children are now more engaged in their whole class PE lessons and at break times.</p> <p>Through our work with CAS/JUMP we have been able to host Physical activity fundays for parents, worked with the skipping school gaining resources and training. Feedback from this is that the children's skills</p>	<p>See key indicator 1 + grant for £700 gymnastics training fund.</p>
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<p>Ensure children are given the opportunity to experience a variety of team sports and activities both in PE lessons, lunch times and after school clubs.</p>	<p><i>Parents and pupils are given a wider variety of clubs to choose from to engage with. Lunchtime staff are able to support children to be more engaged with these activities.</i></p>	<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Our sports coach and sports lead in school have worked together on the curriculum and planning to ensure children are now receiving a wider range of sports and activities rather than 5 set 'traditional' sports. They now complete a variety of games and approaches to skill specific lessons which allows them to try sports such as Tchouckball, archery, fencing, OAA, forest schools.</p> <p>The sports coach also runs 3-4 after school clubs which are changed each half term to allow variety across the key stages these have included, table tennis, archery, fencing, athletics, cricket.</p> <p>Feedback from pupils has been positive and the number of children participating in after school clubs has increased since September. Pupil premium children are now engaging more with the variety offered from 18% in some clubs in September to 63% in the spring term.</p> <p>Forest school sustainability is in the next stage. After a trial in the previous year our PE lead/HLTA will be going on Forest school training to allow us to run this provision with our own staff.</p>	<p><i>See key indicator 1</i></p> <p><i>Forest school training for Josh Ingle £ 1000</i></p>
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<p>Ensure that pupils value physical activity and see it as an important part of their school day through regular, high quality PE and Games lessons.</p>	<p><i>Pupils see PE as a high priority lesson in school Teachers and staff also support this and gain high quality CPD.</i></p>	<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.</p> <p>Key indicator 1: The engagement of <u>all</u> 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>Sports coach has worked with all classes in the school on a varied rota and has taught a variety of games/sports to ensure children are meeting ARE skill standards in PE which is much improved following lack of physical fitness after covid. Feedback from monitoring pupil voice has shown PESSPA is more prevalent, and children are more aware of the variety of physical activity they can take part in.</p> <p>The sports coach has run 6 group interventions this year across KS1 and 2 to support pupils with emotional and physical barriers to learning and also G&T pupils to extend and challenge. The feedback from this has been positive with parents and pupils in the wellbeing group reporting improved physical fitness at home and school. These children are now more engaged in their whole class PE lessons and at break times.</p> <p>Through our work with CAS/JUMP we have been able to host Physical</p>	<p>See key indicator 1 + grant for £700 gymnastics training fund.</p>
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			<p>activity fundays for parents, worked with the skipping school gaining resources and training. Feedback from this is that the children's skills have improved since September. We have also through CAS received grants for gymnastics training which will allow us to run after school Gymnastics clubs.</p>	
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Ensure that staff in school feel supported in planning and delivering PE with confidence, thus allowing children to receive high quality PE lessons.	<i>Teachers and staff feel confident when teaching and supporting PE in a wide variety of the curriculum offering pupils high quality range of Physical activity.</i>	Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	The sports coach has worked in all classes at different points in the year to deliver high quality PE lessons, allowing the class teachers to observe and learn management techniques. In some cases, this was much needed where we had ECTs or teachers who had moved year groups. Previous to this year, in a staff survey most staff felt underconfident in this subject. Following their work with the sports coach, feedback from staff has 100% improved confidence in knowledge and skill with some teachers (y3,4,5) feeling confident to teach PE without the coaches support.	<i>See key indicator 1</i>
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<p>Ensure that pupils value physical activity and see it as an important part of their school day through regular, high quality PE and Games lessons.</p>	<p><i>Pupils see PE as a high priority lesson in school</i> <i>Teachers and staff also support this and gain high quality CPD.</i></p>	<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.</p> <p>Key indicator 1: The engagement of <u>all</u> 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>Sports coach has worked with all classes in the school on a varied rota and has taught a variety of games/sports to ensure children are meeting ARE skill standards in PE which is much improved following lack of physical fitness after covid. Feedback from monitoring pupil voice has shown PESSPA is more prevalent, and children are more aware of the variety of physical activity they can take part in.</p> <p>The sports coach has run 6 group interventions this year across KS1 and 2 to support pupils with emotional and physical barriers to learning and also G&T pupils to extend and challenge. The feedback from this has been positive with parents and pupils in the wellbeing group reporting improved physical fitness at home and school. These children are now more engaged in their whole class PE lessons and at break times.</p> <p>Through our work with CAS/JUMP we have been able to host Physical activity fundays for parents, worked with the</p>	<p>See key indicator 1</p> <p>+ grant for £700 gymnastics training fund.</p>
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			<p>skipping school gaining resources and training. Feedback from this is that the children's skills have improved since September. We have also through CAS received grants for gymnastics training which will allow us to run after school Gymnastics clubs.</p>	
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<p>Children will have the opportunity to take part in intra and inter school competitions.</p> <p>NJ, JI and Ac will organise intra school competitions.</p> <p>The school will take part in the interschool sporting competitions organised by BDAT</p> <p>The school will transport pupils to events</p>	<p>Some clubs will now have a focus to lead to a competition (For example Athletics In Autumn term) Children will have a focus for their training.</p>	<p>Key indicator 5: Increased participation in competitive sport.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>In the first half term children took part in the athletics club lead by the premier sports coach. CCA was assigned a cluster of schools to compete against in the BDAT competition on 15th Oct. This was a very successful first competition for children's exposure to PA competition and although we didn't come first the children enjoyed it. Further BDAT competitions to be arranged in the next term.</p>	<p>Funding for £300 towards transport.</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
The employment of a sports coach this year to teach High quality PE lessons as well as interventions for physical activity.	Mr C our sports coach has built good relationships with the pupils and his interventions have been having a positive impact on pupils attitude to PA as well as physical wellbeing. There is now a variety of activities available at lunch/play times and we offer a wider range of after school clubs such as Hockey, archery etc.	The wellbeing intervention has had a positive impact on some children physical fitness. Fine motor skill interventions have rotated often and has helped some children to transfer this skill to their writing in class.
Ensure that staff in school feel supported in planning and delivering PE with confidence, thus allowing children to receive high quality PE lessons.	Staff are given the time to observe and take part in High quality PE lessons and team teach with the PE coach. They have reported positive feedback on this approach and are now more confident with some of the more specialist areas such as invasion and Gymnastics.	Culture and Mindset in the school has shifted to a more PA focused one and staff are positive and supportive of this – some now volunteer to take part in afterschool clubs.
Ensure that pupils value physical activity and see it as an important part of their school day through regular, high quality PE and Games lessons.	PE is a high priority at our school and now children are able to see the benefits and enjoyment In these lessons. Some children have been given the opportunity to take part in competitions and events outside of school and this has helped raised the profile with both children and parents.	
Children will have the opportunity to take part in intra and	This year the children from KS2 have had	When first attempting these outside school events

<p>inter school competitions.</p>	<p>the opportunity to take part in two BDAT academy trust competitions, In the autumn term an athletics tournament and in the spring term a Hockey tournament in which we won. The children and parents were very proud. The school has invested in sports competition kit and as a result students feel proud to represent their school. More children have signed up for sporting after school clubs this year than the previous year and many wish to be part of a team representing the school.</p>	<p>some of our children were intimidated as they had not been exposed to this setting before but giving them the opportunity to do this has helped their confidence and improved the profile of sport In the local community with parents.</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?	48%	<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]?	17%	<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>

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	14%	<i>Use this text box to give further context behind the percentage.</i>
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	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	

Signed off by:

Head Teacher:	<i>Philippa Foster</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Amy Conroy</i>
Governor:	<i>John Watts</i>
Date:	5/7/2024