



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 |
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| Children tracked to ensure that all children are given the opportunity to take part in an extra-curricular club/competition. | Children regularly receive the opportunity to take part in extra-curricular clubs, with each year group being offered a different opportunity every half term. | Data shows that PP children do not take up this opportunity in comparison to other pupils |
| Active menu –PE Apprentice to embed structured activities to ensure 60 Active minutes is accessed by all children with relation to point 7 of the School Development Priorities for 2022-23 | Play leaders are involved in the planning of the weekly offer. They have a visual reminder when it is their day to play lead, which has resulted in a regular presence on the playground. | Continue to support new playleaders to ensure that provision is strong and 60 Active minutes is accessible for all children. |
| PE Lead to develop her role as a middle leader with relation to point 8 of the School Development Priorities for 2022-23 | Team teaching took place to support Y1 with developing the start of a PE lesson. Ensuring that HHH was being implemented and evident in subsequent lessons. | PE Lead to continue to develop role as a middle leader through team teaching, pupil book studies and staff meetings. |
| PE Hub used to support staff confidence and CPD | PE Hub provides clear sequential units of work for staff to follow. | Training to be provided regarding structure of a lesson and the resources available on PE Hub to ensure value for money. |

Key priorities and Planning

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

| AUTUMN TERM | | | | |
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| 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 |
| CPD: Support all staff with lesson structure expectations with clear link to Rosenshine principles | Class Teachers, TA's and Sports Apprentice | Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. | <ul style="list-style-type: none"> HQPE Training 25/10/23 Team Teaching Y4 Pupil Book Study Y2, Y4, Y5 & Y6 23/01/24 Staff Meeting regarding the structure of a lesson and clear links to Rosenshine principles and expectation as to how this will look for SEND children. PE Apprentice to support structure of lessons and scaffolding opportunities for SEND children. CT and Apprentice to discuss ways to | Spark Active Buy In £3975 PE Apprentice £10831.11 |

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| | | | support SEND children throughout lessons. | |
| Increased participation of Pupil Premium children in organised sport | Children | <p>Key Indicator 2: Engagement of all 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>Key indicator 5: Increased participation in competitive sport.</p> | <ul style="list-style-type: none"> • 39% of PP children have accessed a club by the end of Aut 2. • Y1-Y6 vote for after school provision • Range of sports offered, invasion games, dance, fundamental movement skills, fencing, boxercise. • PE Apprentice provided extra opportunities for PP children during whole school assembly points to ensure that they are accessing opportunities to take part in organised sport. | <p>Children's contributions offset the cost of a club</p> <p>PE Apprentice £10831.11</p> |

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| Progression of skills document for Head Hands Heart Curriculum | Children, Class Teachers | <p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> | <ul style="list-style-type: none"> • Spring 1 – Progression of skills document to be given to all staff. • HHH expectations to be explained in staff meeting – PE Lead to check HHH embedded across the school in Spring 2 | PE Hub subscription £546 |
| Increased participation of children in competitive sport | Children | <p>Key indicator 5: Increased participation in competitive 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> | <ul style="list-style-type: none"> • All children tracked, currently 71% (y3-6) have accessed a competitive competition throughout level 1 or level 2 competitions. • Subscription to local football league (ESPSFA) and Catholic sports competitions (BCSSA). | <p>Spark Active Buy In £3975</p> <p>PE Apprentice £10831.11</p> <p>£300</p> |

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| Purchase of equipment to ensure a broad range of sports is available. | Children | <p>Key Indicator 2: Engagement of all pupils in regular physical activity</p> <p>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> | <ul style="list-style-type: none"> • Handballs • Ping Pong Balls • Pumps • Tag Rugby Belts • Dodgeballs • Skipping Ropes <p>Equipment to be regularly monitored by PE apprentice.</p> | £1500.93 |
| To raise the profile of PE in school by working with Nike. | Children, Chinese educators, YST staff | Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils | Children were offered the opportunity to present what their learning looked like for Chinese Educators. PE Lead worked with Y1 and Y6 teacher to plan a lesson to be observed by Chinese educators who were visiting to observe the autonomy that British educators can have in their lessons. | £0 |

SPRING TERM

| 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 |
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| Monitor HHH curriculum across school to ensure that they are consistently embedded. | Class Teachers, TA's and Sports Apprentice, Children | Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. | <p>Team teaching with key year groups over a two-year period allows PE Lead to ensure that CT's are specifically planning for HHH curriculum.</p> <p>PE hub specifically identifies HHH objectives which can be used by CT's when they are planning their units of work.</p> <p>Sports Day supported HHH by not supplying 1st, 2nd, 3rd certificates for children and instead focusing on</p> | The PE Hub £546 |

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| | | | school games values and providing opportunities for children to receive awards for determination, honesty, self-belief, passion and teamwork. | |
| Implement progression of skills that creates an image of what a physically literate child will look like in each area of the PE curriculum. | Class Teachers, TA's and Sports Apprentice, Children | Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. | Staff Meeting 01/24 Progression of skills added to website 03/24 | Spark Active Buy In £3975 |
| Continue to Increase participation of Pupil Premium children in organised sport | Children | Key Indicator 2: Engagement of all pupils in regular physical activity Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils Key indicator 5: Increased participation in competitive sport. | Summer 2 – KS2 (Y4/5) PP club to take place during Gospel Assembly Summer 2 – Y3 PP Circuit training club – no charge for the club. To be run by JB | Spark Active Buy In credits to be used. £3975 |
| Summer Term | | | | |

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| Continue to Increase participation of Pupil Premium children in organised sport | Children | Key Indicator 2: Engagement of all pupils in regular physical activity Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils | PP children in Y2-4 who had not taken part in a club were positively targeted to attend afterschool swimming provision. Pupil Voice showed that the children enjoyed taking part in this opportunity and felt confident in the water. They enjoyed knowing that the PE Lead was in the water with them because they knew they would be safe. 3 of the children achieved 5m with one more achieving 10m. | |
| Purchase of equipment to ensure a broad range of sports is available. | Children | Key Indicator 2: Engagement of all pupils in regular physical activity Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils | <ul style="list-style-type: none"> • Netball Post replaced • Gymnastics mats to replace mats that were ripped. <p>Equipment to be regularly monitored by PE apprentice.</p> <p>Top Up Swimming Pool for those children who had not achieved 25m during curriculum lessons.</p> | <p>£744.54</p> <p>£922.76</p> |

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| Handover to new PE Lead | PE Lead, children, class teachers | Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. | PE Lead able to start strongly in September leading CPD and supporting key year groups through team teaching. Spark Active meeting set up to support with role. | Spark Active Buy In credits to be used. £3975 |
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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 |
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| Targeted after school provision | Whole school 73% PP 83% SEN 72% | Continue to target PP children through after school provision. Consider targeting SEN children with their parents for clubs. Continue to use Spark Active credits for targeted clubs. |
| Progression of skills – clear curriculum map provides opportunities for all year groups to access specific sports during the same half term e.g. net/wall, gymnastics, dance... | Clear focus provided for team teaching and PE lessons. Children can discuss HHH curriculum eloquently | PE Lead to assess specific skill levels across the school for key assessment points. |
| PE Apprentice has had a positive impact on playtime engagement and afterschool provision. | Children have been empowered as playleaders. Play time provision has seen increased engagement in organised sport at all age groups. | Support new sport leader with developing playtime provision and empowering children to become playleaders. |

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> |
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| What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres? | 73% | Many children do not swim regularly outside of school. Due to this, they have shown in previous years that they have started to build up their confidence, but they have not had the chance to build up this skill. |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? | 32% | A large percentage of children were unable to swim 25m when they entered Y6. Those that could swim 25m already were challenged with swimming a range of strokes. Those who were not able to swim 25m were encouraged to focus on a single stroke. |

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| What percentage of your current Year 6 cohort can perform safe self-rescue in different water-based situations? | 95% | All children have had water safety training, however a few still lacked the confidence needed in the water for self-rescue even though they could discuss the theory behind it. |
| 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 | Children have had swimming lessons in Year 5, but many Y6 children did not meet the 25m requirement, with some still being non-swimmers due to a lack of practice after previous sessions. |
| Have you provided CPD to improve the knowledge and confidence of staff to teach swimming and water safety? | Yes | Y5/6 Staff and children all completed a water safety workshop, where our provider gave CPD for staff and the children understood water safety. |

Signed off by:

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| Head Teacher: | <i>Mr J McTernan</i> |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | <i>J Marks – PE Lead</i> |
| Governor: | <i>Lynne O'Rourke</i> |
| Date: | 18/7/24 |