



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
To promote competitive sports between schools and classes.	The school entered the Netball league for the first-time last year and all the children thoroughly enjoyed the sessions. We also entered the football league, however problems with poor weather hindered our ability to play our games.	This will continue in 2023/2024.
In order to raise the profile of PE across the school the PE co-ordinator will organise a competitive sporting day based around a theme. Eg Christmas, Olympics, World Cup etc.	All the children thoroughly enjoyed our termly, competitive, themed sports day. This enabled the children to compete with their peers completing a variety of skills.	This was very successful and will be repeated this year. (2023/2024)
4.1 In order to maintain interest the PE Co-ordinator is constantly striving to include a wider variety of sporting opportunities for the children to complete throughout the year.	Once again, the children experienced a wide variety of sporting activities from judo to yoga, which enabled all the children to experience new, unfamiliar sports.	The new sports that were introduced last year will be continued this year, along with additional sports like Lacrosse.

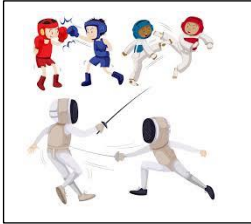
Key priorities and Planning

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

Action – what are you planning to do e.g. Introduce lunchtime sport sessions/activities for pupils.	Who does this action impact? Lunchtime supervisors / teaching staff, coaches - as they need to lead the activity pupils – as they will take part.	Key indicator to meet 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 4: Broader experience of a range of sports and activities offered to all pupils.	Impacts and how sustainability will be achieved? More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.	Cost linked to the action <i>£1000 costs for additional coaches to support lunchtime sessions.</i>
Promote inclusive sports and games throughout the age phase. Develop the play environment for all pupils including increasing the range and availability of active equipment.	Year 6 children who were Sports Leaders in Year 5 will continue in the Autumn and Spring Term. They were organise games in both K.S 1 and 2 playgrounds. Top up training for these children was provided by Dare to Dream throughout the year. Purchase of kinball and provision of staff CPD in the use of the equipment. Develop the play environment for all pupils including increasing the range and availability of active equipment.	Sports Leaders to set up equipment each day and monitor each game. Continue to run year group multi-skills sports clubs alongside competitive teams. This provides further options for pupils to take part. Children across the school have experienced sequences of lessons using the kinball – this has included those pupils with significant physical disabilities and a prior lower engagement in PE. The children are able to self-select equipment for play and manage the environment to ensure purposeful physical play. Children in KS2 can independently set up games such as four-square and kick-rounders.	The impact of developing sports leaders in school are: • Represent the voice of the pupil. • Confidence and self esteem. • Introduce and promote new sports. • Act as positive role models. • Inspirational and influential. Children across the school have experienced sequences of lessons using the kinball – this has included those pupils with significant physical disabilities and a prior lower engagement in PE. Staff and parent questionnaires report improved behaviour and engagement.	Dare to Dream (Cost information found in the table below) Account for repair and restock of naturally wasted equipment. Continue to use weekly assemblies to promote positive play and introduce new games. Purchase of kinball £149. This was paid for by After School Club so there was no expense to school. Dare to Dream to train the children so they can complete these activities independently. (Cost information found in the table below)

		 		
Physical life skills promoted at school and ensure all children have access to physical skills that can be transferred to life outside school. Relaunch the daily mile - Every child will either run a mile a day with their class or use the external gym equipment/climbing wall at break/lunchtime for a week.	- Children in Y6 completed the bikeability programme. - Continue to encourage all classes to complete the daily mile. - Maintain the profile of the mile a day, ensuring that both the staff and children are committed to it. - Targeted classes will complete the mile a day initiative at lunchtime.	The children completed a bikeability programme in Year 6 to enable them to ride their bikes on the road.  The children will complete the daily more frequently. Children complete the daily as frequently as possible.  	All children will be offered this programme and the school will organise bikes for those children who don't have one. All children will complete the daily mile at least twice a week. The daily mile is being completed whenever the weather permits when a class doesn't have a PE session that day. The children have suitable equipment to complete daily exercise independently. The children in Early Years will be able to complete exercise on the outdoor equipment	Cost of Bikeability and balanceability is £425. <i>Maintenance of the running track.</i>

All pupils can engage with sport on a regular basis, with a particular focus upon the development of swimming skills.	• Ensure all children (with physical capability) can swim by the end of KS2 - including self-rescue and confident swimming of multiple lengths • Monitor quality of teaching in swimming sessions. • Create and maintain records of swimming outcomes to ensure pickup sessions in Y5 and 6 are purposeful if finances allow.	As a school we continue to ensure that all the children have an intensive sequence of swimming lessons in Year 4. (This includes four weeks of daily swimming lessons that last for 60 minutes per session, double the amount of other schools.) A list of the swimming achievements of each child is given to the PE co-ordinator for future planning, regarding top-up lessons.	All children in Year 4 will complete swimming lessons. 	All swimming costs are met by the school budget and NOT by the Sports Premium. This is an ongoing cost.
To continue to maintain and increase the level of external coaches that school uses in order to expand the expertise of the staff and improve the quality of the PE lessons.	• External coaches were organised by the PE Co-ordinator during the summer term for this academic year. ALL coaches are provided by reliable sporting companies that we have used for numerous years. They are evaluated by the class teachers and PE coordinator.	All PE lessons are of a high standard, providing the class teacher with CPD and an opportunity to assess the children. Funtime provide 1 full day per week of PE sessions and an after-school club. Dare to Dream provide 1 full day per week of PE sessions and 2 after school clubs.	All external coaches are providing a detail record of the children's ability in the different sports which will inform future planning for both the class teacher and the PE co-ordinator.	Funtime Dare to Dream (Cost information found in the table below)
Increase the provision for identified pupils whom are low-achievers in sport and PE for a variety of reasons.	• Children are identified by the class teacher and complete PE sessions with Dare to Dream to promote fitness, well-being and social skills	Children complete PE sessions that are adapted to their needs in small groups (1:3) - 3 hours per week Autumn Y1 and 2 Spring Y3 and 4 Summer Y5 and 6 This is jointly funded from both the PE and the pupil premium budget.	Improves the children's fitness, well-being etc. 	Dare to Dream (Cost information found in the table below) Funtime (Cost information found in the table below)

To maintain interest, the PE Co-ordinator is constantly striving to include a wider variety of sporting opportunities for the children to complete throughout the year. Internal -school competition and opportunity to compete increases participation for all pupils, particularly those who are in ks1 and those who are disadvantaged	- The school will continue to use specialist coaches in Judo and Fencing to teach the children new skills. These sessions were extremely popular with both pupils and staff. They allowed the pupils to learn a new skill on a level playing field. Eg All the children were novices at these sports and so didn't feel inhibited by the ability of other children. - School sporting opportunities for KS1 required. Inter-class tournaments every half term on a different sport. scheduled for 2023/2024 - Ensure coaching/provision is available from September in a wider range of sports and activities – dance, gymnastics, fencing, yoga. - Ensure that there are opportunities for pupils in KS1 to complete ASC. - A timetable for a full range of inter-house (mates) and inter-class events will be developed in the summer 2024.	The children will develop their skills in these unfamiliar sports. Reintroduce and develop the Sport Leaderships group so that it can take an active role in organising events, under the supervision of Coach Dan/Rob. Regular updates to parents with regards sporting achievements – newsletters.	The children will obtain a certificate at the end of the programme in Judo and Fencing.  Greater commitment of the children to organising sporting events.	Judo - £600 Fencing £600 None
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To promote competitive sports between schools and classes.	• Work in tandem with y6 class teacher to develop role of sports leaders. • Provide pupils with the opportunity to take part in physical activity after the school day. • Structure Competitive sports day so that class races act as qualifiers: all children engaged in head-to-head competition to represent their class. • Children compete in their mates' teams not class teams to develop team spirit and increase access to sporting role-models i.e. yr3s working with yr5s. • Continue to increase profile of sport through celebration of school successes – communicate these successes regularly to parents and children. All Saints CE Primary School will enter: • Entered weekly netball tournament. • Mini-Olympics Y5 children at the local High School. • Football league	The children will play more competitive games with other schools throughout the year.  Netball team will enter a mini league and complete 10+ games over the year. The children will compete in the mini-Olympic tournament. We've adjusted our after-school football sessions over two nights to enable us to play our games on either	The children at All Saints CE Primary will compete with other schools in various competitions.	Dare to Dream Funtime (Cost information found in the table below)
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		night. Hopefully this will increase the number of games we play.		
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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
Increase the provision for identified pupils whom are low-achievers in sport and PE for a variety of reasons.	This has had a positive impact on all those children who completed the sessions. They liked the smaller groups and their self-esteem and ability improved over the year.	This has been very successful and so I have secured additional funding to role this out for an additional 3 hours next year (2024-2025). Also, over the year we have noticed that those children with very low esteem enjoyed being Coach Owen/Dan or Robs helper. By helping Coach Owen/Dan/Rob their stamina, listening skills and confidence have improved. This has led to them being more confident in their class PE sessions.
To maintain interest, the PE Co-ordinator is constantly striving to include a wider variety of sporting opportunities for the children to complete throughout the year.	The most popular PE sessions this year are those which involve unfamiliar sports. Eg Lacrosse, Fencing, Judo, Kinball, Gymnastics, Street Dance etc.	All the children really enjoyed all these sessions, however the one which proved most problematic was kinball due to the ball constantly deflating. This is one sport which I might not do next year for this reason.

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?	100%	<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]?	96%	<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?	96%	<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>Mrs Farrell</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Mr J Yates PE Co-Ordinator -</i>
Governor:	<i>(Name and Role)</i>
Date:	