



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
<ul style="list-style-type: none"> • Breakfast club to increase physical activity and attendance. • Wide range of activities during breaks and lunches. • Assemblies and celebrations to reward sporting achievements • Improving the skills and knowledge of children • Wide range of equipment • Inclusion for ALL children • Staff CPD • P.E lead training • Increase swimming success 	<ul style="list-style-type: none"> • Children are enthused to come into school early for breakfast club to participate in the physical activity sessions in the morning. • The playgrounds for break and lunch times are well utilised to provide children with different sporting activities that are rotated. This has ensured children are being exposed to a wide array of sports. • All children are being included in breaks, lunches and in P.E. The sports coach works alongside the SENCO to ensure that all children are able to access the curriculum. • Staff knowledge and skills have been improving through staff CPD, PE 	<ul style="list-style-type: none"> • Overall, children love for physical activity has improved. This has been carefully implemented using the sports coach, teachers and lunch time supervisors to create an environment where physical activity is prioritised. • Children in breakfast club are now more active and this has allowed them to be more engaged and conscious of their activity. • Physical activity has increased and children are more engaged in sport. This has also seen a great impact on behaviour. • Fitness zone has increased children's physical activity and

	<p>Lead intervention/ Team Teach.</p> <ul style="list-style-type: none">• P.E lead skills and knowledge have been improved through attending different workshops.• Swimming centre had been changed to better facilitate the needs of our children. Children now have more instructors, longer times and are progressing better.	<p>enjoyment.</p> <ul style="list-style-type: none">• Children have thoroughly enjoyed this. They have been able to take part in competitive sport weekly. All children in KS2 took part in these tournaments.• Children have been able to take part in competitive sport against other schools developing their sportsmanship and resilience. From this behaviour, physical activity and engagement has increased significantly.
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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
<p><u>Sports Apprentices and Sport’s Coach helping to ensure the below will be actioned:</u></p> <ul style="list-style-type: none"> • Improve the skills and knowledge of teachers, sports apprentices and sports coach • Ensure there is a high level of physical activity taking place • Physical activity to be inclusive for all • CPD for 	<p>Lunchtime supervisors / teaching staff, sport apprentices and coaches - as they need to lead the activity</p> <p>pupils – as they will take part.</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>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.</p> <p>Key indicator 3 - The profile of PE and sport is raised across the school as a tool for whole-school improvement</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all</p>	<p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</p> <p>Staff knowledge and delivery will be improved and monitored by the P.E lead with regular monitoring.</p> <p>A high level of physical activity will take place through lesson time, sport initiatives throughout the year and rotation of activities during breaks and lunches where there are at least 4 different sports/ games</p>	<p>2 x Sports Apprentices salary</p>

<p>teachers</p> <ul style="list-style-type: none"> • Organising intra/ inter competitions where chn are selected through their demonstration of sporting values • Have sporting challenges weekly • Sports Day that is inclusive for all • Offer a wide experience of physical activities during break/ lunch/ after school using a variety of equipment • Celebrate sporting success throughout 		<p>pupils.</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<p>occurring daily.</p> <p>CPD resources/ equipment/ all initiative plans (for inter/ intra tournaments, personal challenges/ sports day) can be used for the future.</p> <p>Sports Day/ Personal Challenges to ensure children's love for sport increases where they can also take onus of their ability and demonstrate values to improve.</p> <p>All children accessing a broader range of sports at various levels of competition.</p> <p>Having sporting activities running at breakfast club has improved school's attendance.</p>	
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<p>the year during assembly/ collective worship</p> <ul style="list-style-type: none"> • Breakfast club to have sporting activities to help raise attendance • Have target children (those obese, overweight and 'non-movers') work with sport coach as a target group during lunch time. • Sports Staff to work with All children. Complex needs children to have sport apprentices 			<p>Target children to be more active, engaged and healthier.</p> <p>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, including teaching water safety and swimming and as a result improved % of pupil's attainment in PE.</p> <p>All children to take part in either inter/ intra competitions.</p> <p>With sport staff working with complex needs children their fine and gross motor skills have been improved.</p>	
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weekly to help
develop fine
and gross
motor skills.

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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
<p><u>Sports Apprentices and Sport's Coach have ensured the below actions:</u></p> <ul style="list-style-type: none"> • Improve the skills and knowledge of teachers, sports apprentices and sports coach • Ensure there is a high level of physical activity taking place • Physical activity to be inclusive for all • CPD for teachers • Organising intra/ inter competitions where chn are selected through their demonstration of sporting values • Have sporting challenges weekly • Sports Day that is inclusive for all • Offer a wide experience of physical activities during break/ lunch/ after school using a variety of equipment. P.E lead, Sport Coach and Sport Apprentices have ensured that activities in breaks and lunches are broad and varied. There are multiple sports and activities running each day and these are rotated regularly. These are led by the sport 	<ul style="list-style-type: none"> • Staff are now more confident in delivering P.E due to support from P.E lead, Sports Apprentices, Sports Coach and CPD. This has been seen through monitoring and as a result children are making better progress. • A high level of inclusive physical activity is taking place. This is through the following initiatives: <ul style="list-style-type: none"> ❖ Sports apprentices/ coaches working to support teachers so children are being more active in lessons. ❖ Physical activity in breakfast clubs delivered by Sport Apprentices to help improve attendance. ❖ The broad and varied activities during break and lunch have improved the fitness, physical activity and behaviour of children. ❖ Inter/ intra tournaments. In school tournaments have helped garner a competitive spirit against other classes. ❖ Personal challenges have helped 	<p>Sport provision in City Road has seen a massive impact on the children through carefully selected and crafted initiatives. These have increased confidence, knowledge and skills of all staff in teaching PE and sport. Children are more engaged in regular physical activity.</p> <p>Through the implementation of our actions the profile of PE/ Sport has been raised across the school and it has been used as a tool for whole- school improvement. All children are able to access the curriculum and have a broad experience of a range of sports and activities whilst increasing their involvement in competitive sport.</p>

<p>staff.</p> <ul style="list-style-type: none"> ● Celebrate sporting success throughout the year during assembly/ collective worship ● Breakfast club to have sporting activities to help raise attendance ● Have target children (those obese, overweight and 'non- movers') work with sport coach as a target group during lunch time. ● Working with ALL children including complex needs groups. 	<p>children develop resilience and determination in order to improve on their scores and also a friendly, competitive edge to win against peers.</p> <ul style="list-style-type: none"> ❖ Target children groups have seen higher levels of motivation, better fitness and improved mental well-being. ❖ Wake up shake ups throughout the day have children more engaged. ❖ With sport staff working with complex needs children their fine and gross motor skills have been improved. 	
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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?	30%	Children are struggling to swim competently, confidently and proficiently over a distance of at least 25 metres as this is for the most part the first year of swimming they have had. We have taken this on board and are planning to have swimming across most of the year groups.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	35%	Children are struggling to swim competently, confidently and proficiently over a distance of at least 25 metres as this is for the most part the first year of swimming they have had. We have taken this on board and are planning to have swimming across most of the year groups.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>40%</p>	<p>Children are struggling to swim competently, confidently and proficiently over a distance of at least 25 metres as this is for the most part the first year of swimming they have had. We have taken this on board and are planning to have swimming across most of the year groups.</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>No</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>Yes</p>	<p>Staff going swimming have been provided training and resources by the P.E lead to improve their confidence. All children are taught by swimming instructors and teachers are there for support.</p>

Signed off by:

Head Teacher:	<i>Shaukat Islam</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Shajahan Miah (Teacher and PE Lead)</i>
Date:	31 st July 2024