



# The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023



Commissioned by



Department  
for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

**Intent** - Curriculum design, coverage and appropriateness

**Implementation** - Curriculum delivery, Teaching (pedagogy) and Assessment

**Impact** - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](http://gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2024.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2023. To see an example of how to complete the table please click [HERE](#).



## Details with regard to funding

Please complete the table below.

|   |         |
|---|---------|
| Total amount allocated for 2023/2024  | £16,350 |
| Total amount of funding for 2023/2024. To be spent and reported on by 31 <sup>st</sup> July 2024. | £16,350 |

## Swimming Data – as at 31 July 2024

Please report on your Swimming Data below.

|  |  |
|--|--|
| <p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p><b>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</b></p> |  |
| <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</b> 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 2023.</p> <p>Please see note above</p>  | <p>5/6 students can swim 25 meters.</p> <p><i>1 Student was at ALP.</i></p>          |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>  | <p>4/6 students can swim a range of strokes.</p> <p><i>1 Student was at ALP.</i></p> |
| <p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>  | <p>0</p>   |
| <p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>   |  |

## Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

| Academic Year: 2023/2024   |  | Total fund allocated: £16,350  |  | Date Updated: July 24                             |  |
|--|--|--|--|---|--|
| <p><b>Key indicator 1:</b> 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>  |  |  |  |   |  |
| Intent   |  | Implementation   |  | Impact  |  |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:  |  | Make sure your actions to achieve are linked to your intentions:   |  | Funding allocated:                                |  |
| Additional swimming intervention   |  | Children are given the opportunity to have additional swimming to ensure all can swim 25m and to perform safe-self rescue procedures   |  | £3800   |  |
| Continue to support increasing physical activity during school time and beyond the school day- <ul style="list-style-type: none"> <li>Promote the benefits of a fit and active lifestyle</li> <li>Extend the physical activity opportunities across all areas of the site</li> </ul>   |  | Every class will continue to be timetabled to receive at least 2 hours per week of physical activity (this will include their Forest School sessions)  |  | -   |  |
| <p><u>Recreation for Life programme</u></p> <ol style="list-style-type: none"> <li>All pupils to engage in the gymnastics programme: pupils fine control of their own bodies; pupils' cross body-midline development is increased; competence in brain-gym at school and the positive impact this has on their other learning is demonstrable</li> <li>Collaboration &amp; team-working improves.</li> </ol>   |  | <p><u>Recreation for Life programme</u></p> <ol style="list-style-type: none"> <li>Baskervilles – Terms 1-2</li> <li>Team-building activities using Commando Joe's programme &amp; resources</li> <li>Dance/drama programme - The Egg theatre group +</li> <li>Physical activity in the community</li> </ol> |  | <p>£1200</p> <p>£500</p> <p>£1000</p> <p>£200</p> |  |
| <ol style="list-style-type: none"> <li>Pupils enjoy Baskervilles and their co-ordination has improved</li> <li>Pupils have had the opportunity to practice skills learned within a different context.</li> <li>Pupils are willing to 'have a go' even when they lack confidence or are very negative about it.</li> <li>Pupils know about positive activities in the community which supports a reduction in negative behaviour in the community as they become familiar with regular trips out</li> <li>Pupils were exposed to a range of activities</li> </ol> |  |  |  |   |  |

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| 3. All pupils engage in dance/drama activity<br>4. Pupils are given experience of activities available within their local community (e.g. mini golf; pumpkin picking; tennis; fishing) |  |                    | including fishing, mini golf and a trip to the theatre to take part in an active performance as participatory members of the audience                         |
| Identified pupils to engage in bespoke daily fitness interventions.  | In-school 1to1 fitness /physical therapy programmes            | From Centre budget | For those pupils identified, their stamina and body self-image will improve – evidenced by a reduction in expressions of negative self-image and self-esteem. |
| Numbers participating positively or are active in supporting and encouraging their peers.<br>Happier playtimes - number and severity of incidents reduced                              | Equipment to facilitate collaborative play at playtimes        | £300               | Numbers of adverse incidents during playtimes reduced and pupils were able to improve gross and fine motor skills through facilitated activities              |
| To use physical activity to re-set pupils after long taxi journeys and prepare them to focus on formal lessons   | Equipment to promote morning / breakfast activities/ daily run | £200               | Pupils accessed health morning snacks and ‘soft start’ activities to help them to manage transition from taxi to school positively and to ‘reset’             |

**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement**

| Intent   | Implementation  |  | Impact  |
|--|---|--|---|
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:              | Make sure your actions to achieve are linked to your intentions:        | Funding allocated:                               | Evidence of impact: what is it anticipated pupils will be able to do – what will have changed?  |
| High quality PESSPA provision evident at all times, with staff demonstrating expertise in the teaching of PESSPA which accommodates the particular needs of our students | PE observations will quality assure and ensure consistency in provision | Staffing and LST costs covered within core offer | PE observations saw a range of physical activities being taught well encouraging children to engage with exercise and sports positively |

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| To use structured physical activity to promote the development of numeracy skills   | Equipment for active maths activities programme designed by school staff to promote the development of numeracy skills   | £200             | Pupils were able to practice their numeracy skills and grasp tricky concepts as they generalised them in a range of contexts  |
| Good quality and condition equipment is available for PE lessons and for collaborative play and play therapy.                         | To maintain PE equipment provision and re-stock as necessary.<br>NB: as part of their particular needs, replacement costs are higher than might usually be anticipated | £500             | Through the year the % of playtime activities requiring active staff engagement and modelling reduced as pupils developed collaborative play skills and independence  |
| Outdoor learning – <ul style="list-style-type: none"> <li>• Field work</li> <li>• Orienteering</li> <li>• Geo-caching</li> </ul>      | Purchase, installation and monitoring of wildlife within school grounds – purchase of 2 trap cameras<br><br>Purchase of orienteering compasses and other equipment     | £100<br><br>£200 | Students’ experience of outdoor learning supported them to develop a range of skills and an appreciation of nature as well as practicing basic survival skills such as wild cooking and camping             |
| Pupils will learn to negotiate, cost and plan their leavers’ trip with a PE/Sport focus (e.g. fishing; High-ropes; rock-climbing etc) | Y6 pupils to negotiate a focus and plan their trip – collaboratively   | £250             | Pupils were able to plan their chosen trip based on their new knowledge of outdoor education. They were required to practice negotiation and compromise as they navigated through decision making processes |

**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport**

| Intent  | Implementation   | Impact   |
|---|--|--|
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions:                                 | Evidence of impact: what is it anticipated pupils will be able to do – what will have changed? |
| Due to the timetabling of off-site activities more staff need to have first-aid qualifications than is standard for our sized school                        | First Aid training to be booked for 12 staff who regularly take students for off site activities | Training completed   |
| Consistency in provision maintained   | Subscription to Complete PE to give ideas and  | Staff delivering specialist PE lessons will grow in confidence                                 |

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| through continuing use of published programme .<br>Ensure continued skills and knowledge progression throughout all year groups through the use of Complete PE for planning   | plans for a cohesive programme for delivery by non-specialist staff  |        | and developed their knowledge and ability to deliver an effective structured PE programme.<br><br>Pupil progress assessments were also carried out through the program to ensure that their was evidence of impact |
| Pupils learn to use sport and physical activity as a strategy and tool in the management of their own behaviour and strong emotions.<br>Pupils' mental health and well-being positively impacted as evidenced through greater engagement in learning and reduction in challenging behaviours<br>Pupils' serious incidents and exclusion rates reduce as they learn to manage their own feelings more effectively. | Individual sports mentoring interventions – beyond those usually planned and targeted at those pupils who have experienced especially challenging times through the pandemic | £4,500 | Pupils engaged with Sporting family change positively and showed a reduction in behaviours requiring an intervention over time   |

**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils**

| Intent  | Implementation  | Impact   |
|---|---|--|
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions:  | Funding allocated: Evidence of impact: what is it anticipated pupils will be able to do – what will have changed?  |
| To offer Aspire pupils a wide breadth of sporting opportunities   | Monitor PE curriculum plans to ensure they experience a broad range of sports   |  |
| To offer archery as a new sport   | Equipment purchased 22/23.<br>To purchase cases so that equipment can be taken off-site for use at camp<br><br>Instructor qualification | £200<br><br>£250<br><br>All pupils were able to experiment with Archery whilst on camp following robust risk assessment and careful planning                 |
| To ensure our PE curriculum remains broad and balanced through sourcing the correct resources   | Audit PE curriculum and order PE resources  | Covered above<br><br>A broad and balanced curriculum is supported with adequate resources to ensure high quality PE lessons are delivered                    |
| To provide a programme to develop team building and character development through   | Commando Joe's programme -<br>To access training offered as part of the programme   | Subscription was for 3 years and so was<br><br>Pupils were supported to practice collaborative skills and group resilience and engaged well with the program |

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|   |   | funded previously.<br>£300 to refresh resources. |   |
| <b>Key indicator 5: Increased participation in competitive sport</b>  |   |  |   |
| <b>Intent</b>   | <b>Implementation</b>   |  | <b>Impact</b>   |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:   | Make sure your actions to achieve are linked to your intentions:              | Funding allocated:                               | Evidence of impact: what is it anticipated pupils will be able to do – what will have changed?  |
| Provide children with increased opportunities to engage in competitive fixtures with similar schools.<br>To include opportunities for those not actively participating to support classmates as spectators. | To develop new links with other SEMH provisions to develop competitive skills | £200 – contribution to minibus costs             | Pupils took part in competitive football matches which supported development of the ability to work as part of a team and to manage the strong emotions around winning and losing |
| Pupils will be able to manage minor levels of competition positively.   | Purchase of SEMH-tailored Sports Day equipment.                               | £300   | All pupils have fun and manage a very small level of competition<br><br>Older pupils assisted in the planning and preparation of the event  |

|                 |                |
|-----------------|----------------|
| Signed off by   |                |
| Head Teacher:   | Helen McDicken |
| Date:           | 27.09.24       |
| Subject Leader: | NA             |
| Date:           | 27/08/24       |
| Governor:       | Ed Mason       |
| Date:           | 24.09.24       |