



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.

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
<ul style="list-style-type: none"> • <i>Development of wellbeing and wider life skills through sport which build on from the PE lessons, i.e. communication, teamwork, fair play and leadership.</i> • <i>Develop pupils physically, socially, morally, culturally and spiritually through sport.</i> • <i>Young people understand the importance of being safe and feel safe in physical activity</i> • <i>All young people understand the short term effects of exercise and can make informed healthy and active lifestyle choices.</i> • <i>Lesson Objectives identifiable by children in lesson.</i> 	<p><i>Children in all yeargroups</i></p>	<p><i>The engagement of all pupils in regular physical activity</i></p> <p><i>The profile of PE and sport is raised across the school as a tool for whole-school improvement</i></p>	<ul style="list-style-type: none"> • <i>High 5 Values are explicit in PE lessons</i> • <i>Organised lunchtimes and breaktimes games and activities</i> • <i>Sensory Circuit interventions delivered by pastoral team.</i> • <i>Children across school can describe short term effects of exercise and what it means for their health.</i> • <i>Children have access to a wide variety of activities at lunchtimes and at after school clubs.</i> 	<p><i>£21,190 x 60%</i></p>

<ul style="list-style-type: none"> <i>To raise the profile of PE and sport across the school – more pupils engaged in a wider variety of physical activities in lessons and extra-curricular sessions.</i> <i>Re-engage children with competitive sport. Identify and target less active pupils and engage in competitive activities.</i> 	<p><i>Children in all yeargroups</i></p>	<p><i>Increased participation in competitive sport</i></p>	<ul style="list-style-type: none"> <i>Hanford Sports continue to raise the profile of competitive sport in school, assisted by teachers and LSAs to ensure maximum participation.</i> <i>Hanford Sports continue to be employed on a part-time basis to organise playground activities, mentor sports & playground leaders, run afterschool clubs, liaise between Team Charnwood & other external agencies offering sporting opportunities & CPD. All PE competitions reported in the newsletter/website/Twitter.</i> <i>Teaching staff to include a competitive element with PE lessons, where appropriate.</i> <i>School provides engaging and facilitative opportunities to be involved in all aspects of sport.</i> <i>Children develop a confidence and resilience in PE through increased participation.</i> 	<p><i>£21,190 x 15%</i></p>
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<ul style="list-style-type: none"> • <i>To broaden the range of sports and activities offered to pupils eg outdoor learning, orienteering, etc.</i> • <i>Improve and maintain outdoor learning environments e.g. forest schools, climbing areas, etc</i> 	<p><i>All children</i></p>	<p><i>Broader experience of a range of sports and activities offered to all pupils</i></p>	<ul style="list-style-type: none"> • <i>Orienteering Equipment to be purchased extending the schools offer.</i> • <i>Area surrounding fields to be managed allowing greater use eg, tree pruning.</i> • <i>Investment in outdoor learning space in EYFS.</i> 	<p><i>£21,190 x 25% Plus Capital funding</i></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
Early Years outdoor area enhanced and developed, with new resources purchased and installed.	Children were able to enjoy spending time in the outside provision and this supported our continuous provision approach to EYFS.	Further investment required for next year to further enhance provision.
Train more children to become effective sports leaders and health champions at lunch times.	Trained, motivated and inspired young leaders empowering other young minds on the importance of being active and healthy.	The sports leaders are responsible for setting up break/lunchtime activities, tidying away equipment, being role models for behaviour and meeting school expectations and are advocates of sport.
Target girls and their engagement in sporting activities.	Girls took positive action to support increase participation and enjoyment of physical activity and improved well-being, including self-esteem and body confidence. Club data has shown an increase in the number of girls taking part in clubs. Girls are represented equally as Sports Leaders.	A girls' football team was supported by the school (Barrow Town Girls). Additional opportunities for the girls were prided to develop their competitive level.
Increased teaching time for PE/Sports.	Teaching time doubled from 1 to 2 hours. Staff worked alongside sports specialists to ensure quality first teaching. Children showed better concentration in class and less disruptive. Staff noted an increase in physical and mental wellbeing.	Brain breaks were also introduced this year alongside Sensory Circuits (intervention) to support children who struggled to self-regulate in class.

<p>Promote, walking, cycling and scooting to school.</p>	<p>Increase in the number of children walking cycling and scooting to and from school. Bikeability training provided for Year 5 pupils with all children taking part. All children increased in confidence and safety on the roads,</p>	<p>Active Travel data supports this increase in children using active modes of transport.</p>
<p>Celebrate our sporting achievements in Friday's whole school assembly.</p>	<p>Mr Hanford reports to the whole school on all sporting events. He relates conduct to participation and performance. This is celebrated alongside our HOPS High 5 awards. Girls and Boys are proud of their achievements in PE/sport and also understand the importance of teamwork and resilience.</p>	<p>Sporting events are reported in the newsletter and online.</p>
<p>Revise and implement a new scheme of work.</p>	<p>A 'new' scheme was created by Alison Baines and Ben Hanford. This has been shared with all staff and implemented.</p>	<p>Ben Hanford/Alison Baines will monitor the scheme and amend as required.</p>
<p>Sports coach used to upskill teachers and develop their knowledge, skills and understanding in the teaching of a particular area of PE.</p>	<p>Staff upskilled in the teaching of the revised SoW as required.</p>	<p>This will be continued as we embed our revised scheme.</p>

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?	80%	<i>Swimming lessons were completed when the current Year 6 pupils were in Year 5.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	80%	<i>Lessons were intensive and opportunity to teach more than two strokes was limited.</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>60%</p>	<p><i>The intermediate and advanced swimming groups were able to complete this competently.</i></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>Yes/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/No</p>	<p><i>Swimming was taught by qualified swimming instructors</i></p>

Signed off by:

Head Teacher:	<i>Steve Dunn</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Alison Baines/Steve Dunn</i>
Governor:	<i>Vicky Bowman</i>
Date:	<i>28th August 2024</i>