



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
<p><i>Morning wake up/shake up and Total Ninja clubs promoted to target PPG/Behaviour/energy levels.</i></p> <p><i>Equipment bough to increase activity levels at playtime based on</i></p> <p><i>Purchase IWB to use for lessons</i></p> <p><i>Mapping of school grounds to enhance the development of OAA</i> https://enricheducationuk.com/outdoor-learning-and-orienteeing/</p>	<p><i>Increased participation of persistently late arrivals. Engaging children who find it difficult to dysregulate in the morning.</i></p> <p><i>Staff are increasingly more confident to use IWB to show learning intentions, key videos and play back for assessment.</i></p> <p><i>Staff have wider opportunities to use OAA to enrich the curriculum and support other areas of learning.</i></p> <p><i>Wider opportunities for children to</i></p>	<p>Continued and increased daily intake</p>

<p><i>Paying for transport for fixtures.</i></p>	<p><i>attend a variety of competitions at varying levels - excel, inspire and Inclusion. Increased participation and engagement</i></p>	
--	---	--

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><i>Introduce playtime and lunchtime sport sessions/activities for pupils to encourage 60 active minutes</i></p>	<p><i>Lunchtime supervisors – refereeing games, organizing activities</i> <i>Sports coach – organising activities</i> <i>pupils – as they will take part.</i> <i>Behaviour at lunchtime.</i> <i>Increased participation</i></p>	<p><i>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.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p><i>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</i> <i>Play Maker award deliver to current year 4 and 5 children to use as play leads in the next academic year and beyond.</i> <i>Sale sharks sessions promote mental within year 6 – hour in class – hour outside classroom</i> <i>Promote local clubs and swimming activity in the newsletters.</i> <i>Sports Week – focus on 60 active minutes – class competitions/personal challenges</i></p>	<p><i>Play Makers award £798</i> <i>Equipment £6988.57</i> <i>Storage £3800</i></p>

--	--	--	--	--

<p>CPD for EYFS - reception teachers. Autumn Term Gymnastics and Dance</p>	<p>EYFS teachers.</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p>	<p>EYFS reception teachers more confident to deliver effective PE lessons supporting pupils to achieve early learning goals. Teachers more confident in Spr and Sum term to teach their own lessons</p>	<p>£1050 for 3 teachers to undertake CPD Junior Sports Stars.</p>
<p>Use of PE to support teaching and learning – focus on LO/SC</p>	<p>KS1 and KS2 Staff</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p>	<p>Staff more confident to use LO and SC to support learning in lessons and pupils for refer in lessons and their own learning.</p>	<p>PE Passport £300 TLR 3 for leads £2000 x 4</p>
<p>To increase pupil participation in Competitive Sport with a focus on targeting PPG /SEN</p>	<p>Sports coaches, Class teachers, SENDCO and Learning mentors Children across ks2</p>	<p>Key Indicator 5: Increased participation in competitive sport</p>	<p>Increase participation in sport for pupils who do not engage as well as high achievers. Inspire/excel/inclusion</p>	<p>Manchester PE association £995 Transport to</p>

<i>children</i>			<i>events</i> <i>School Games Day and rewards for participants and winners</i>	<i>competitions - £3201.96 Sports Day - £190.35</i>
-----------------	--	--	---	---

<p><i>Use of PE to support teaching and learning – focus on LO/SC</i></p>	<p><i>Ofsted inspection Deep Dive in PE – successful lesson observations/teacher/PE</i> <i>Lead interviews = Quality of education Good.</i> <i>Personal Development – providing sporting opportunities /development of mental health/inclusivity – Outstanding.</i></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?	84%	<i>2 more children achieved 25 m in year 6 in Summer 2 term. This was not put down on Swimphony by instructors.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	73%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>87%</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>1 lesson given</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>Swimming coaches teach not school staff</p>

Signed off by:

Head Teacher:	<i>Meryl Blackburn & Stef Habershon</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Lauren O'Neill & Rachel Appleby</i>
Governor:	<i>(Name and Role)</i>
Date:	16.7.24