



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
Monitor the provision of 2 hours timetabled curriculum PE.	Whole school has maintained 2 hours of timetabled curriculum PE. Stick Fit was once again taught with a cross-curricular link to music.	To remap the school PE map to include the newer elements such as Tai Chi and Stick Fit to ensure they are embedded in our two yearly cycle.
Mini-leaders to run lunchtime activities for children.	Premier Sports have delivered 30 minute lunchtime clubs throughout the year with coverage across all classes and with different sports.	To ensure that all staff are delivering the highest quality of PE lessons through offering CPD opportunities with ESSP.
Midday Supervisors to oversee structured lunchtime activities.	KS1 and KS2 Sports Ambassadors have attended external training sessions throughout the year. These have allowed them to have the necessary skills to promote PESSPA in our school. For example, they used their new skills to organise a Commonwealth Games Challenge Competition which was a great success.	Use the baseline data with further purpose to target those less active children throughout the academic year.
Continued use of active maths and active English to increase the level of activity per week.	All EYFS and KS1 children received balance bike training. Our offer of Bikeability training levels 1, 2 and 3 continued as before.	Continue to promote cycling in school through training offers for both Key Stages. Look into Learn to Ride Scheme for next academic year.
Continue to baseline children's attainment in physical activity and monitor throughout the year.	Continuation of Stick Fit as a part of the curriculum	To integrate a greater focus on cycling into the long term plan. Beginning with a unit on balance bikes for Reception (which will involve buying
Look at those most inactive and target them to improve progress and attainment for all learners.		
KS1 and KS2 displays around school to promote personal best and participation in events.		
Run a bike to school week.		

KS1 children to receive balance bike training.	was successful and encouraged those less active children and those who are less motivated by traditional PE curriculum areas.	new equipment.) This will feed into a greater onus on healthy lifestyles.
We'll continue to offer Bikeability levels 1, 2 and 3 next academic year.	Continued effective use of TLG tool across school to deliver and assess lessons. Staff have increased confidence because TLG gives them the objectives and how the children can achieve them in small steps whilst showing progression across school.	Look into how we can increase provision for different sporting clubs e.g. dance (once dance specialist has left.)
Complete the Active Planner to chart our progress in becoming an increasingly active school. Take part in the Travel Smart (Active Derbyshire) scheme. Look at how we can increase levels of activity in school.	ESSP successfully delivered CPD on gymnastic with KS1 and 2 classes. This enabled our staff to develop their knowledge and understanding of gymnastics and how to support children. This included an afterschool club.	Ensure that delivered CPD is put into practice by teachers by carrying out monitoring.
Use of TLG platform which gives teachers lesson plans, delivery notes, resources and an assessment tool to ensure that all teaching is at least good across school.	Dance club was a popular club for one half term.	Monitor staff confidence on delivering the updated curriculum map.
Staff meeting to promote PE and ensure staff are confident in delivering/keeping children active throughout lessons. Active Maths	Children have had the opportunity to experience a wide variety of after school clubs e.g. cyclo-cross, Tai Chi, gymnastics, Stick Fit	SH Active clubs had a high turnout and offered a wide variety of different activities including: archery, zorbing, nerf wars and fencing.
All staff (including new members) to receive CPD.	Tai Chi was successful once again in helping children's mental health and wellbeing. We shall be integrating Tai Chi into the two yearly cycle for our curriculum.	Feedback to ESSP on Tai Chi as an excellent alternative sport. We will ensure that the curriculum map has Tai Chi embedded.
SH Active clubs to run throughout the year following fun day in summer term which sparked children's interest.	Cyclo-cross club ran successfully during summer term for KS2 children and these children competed in cycling races at our Sports Day.	Ensure that a cyclo-cross club runs annually.
Stick Fit to be embedded into the curriculum.	We have used pupil voice to inform the choices of curriculum PE we have introduced.	To ensure that we maintain the current provision of competition.
Focus on cycling including bikeability to continue. Look at amending the curriculum map to include more opportunities for cycling.	Following recent training subject leads have investigated different ways to ensure children receive adequate in depth skills and knowledge in PE with sufficient time dedicated to each unit.	Aim to qualify for as many County Finals.
		Ensure there is a range of competition on offer.
		Ensure that all children get the opportunity to take part in competitive and non-competitive sport.

This year we have attended 6 inter-school competitions including: small schools football, cricket, basketball, sports hall athletics, cross-country, swimming – gala and dance. We also qualified for the County Final for basketball (small schools) and Mixed Cricket. We have maintained our intra-school events at 1 per half term including: cross-country, football, water-polo, athletics, swimming and cycling.

All children have been involved in competitive sports this year. They have also all attended festivals as whole classes.

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
<i>To remap the curriculum in order to include new units not previously taught and rework the swimming curriculum based on the projected costs.</i>	<i>JD/JG/KM</i>	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	<i>Once the curriculum has been remapped to ensure that there are clear threads throughout the school it will be monitored through informal discussion in 23-24 as well as formal monitoring in 24-25.</i>	£6,000
<i>Increased opportunities for cycling within the curriculum.</i>	<i>JD/JG to remap with KM</i>	Key indicator 1: The engagement of all 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	<i>This was reflected in the remapping of the curriculum and will be embedded through next year once the cycling units are taught.</i>	-
<i>Offer a greater range of sports/activities as extra-curricular clubs</i>	<i>JD/JG</i>	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	<i>We consistently offer a range of sports/activities as extra curricular clubs – this year with the addition of 3 completely new clubs we had huge uptake to sustain this we must map the sports clubs so there is variation and keeps children enthused and</i>	£2,600
<i>To embed the use of mini-leaders to run lunchtime activities</i>	<i>JD/JG and midday supervisors</i>	Key indicator 1: The engagement of all pupils in regular physical activity– Chief Medical Officers guidelines recommend that primary school pupils undertake at		- (Mini-leaders training included in ESSP package)

<i>Ensure that those less active children are targeted to improve their attitudes to staying fit and healthy and participation in PE and sport.</i> <i>To ensure that we maintain the current provision of competition.</i> <i>Ensure that all children get the opportunity to take part in competitive and non-competitive sport. Aim to qualify for as many County Finals.</i>	<i>All Staff, Mini Leaders</i> <i>JD/JG</i> <i>JD/JG</i>	least 30 minutes of physical activity a day in school Key indicator 1: The engagement of all 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 Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement Key indicator 5: Increased participation in competitive sport Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	<i>therefore numbers high.</i> <i>Mini leaders have done a fantastic job in delivering high quality sports activities during lunchtimes. This has helped children in school stay active throughout the day (especially those less active.) To sustain this we will train the next year 5 cohort in September and ensure this practice is embedded going forwards.</i> <i>Maintained level of competitions on offer. All children were able to access a range of festivals, intra and inter competitions across the whole school.</i>	<i>£4,000</i> <i>(Included in ESSP package)</i> <i>(Included in ESSP package)</i>
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<i>Monitor staff confidence on delivering the updated curriculum map.</i>	<i>JD/JG (All teaching staff)</i>	<i>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</i>	<i>Through informal discussion the updated curriculum is seemingly going well. In 24-25 we will conduct formal lesson observations to consolidate this.</i>	<i>CPD included in ESSP Package</i>
<i>To ensure that all staff are delivering the highest quality of PE lessons through offering CPD opportunities with ESSP.</i>	<i>JD/JG</i>	<i>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</i>	<i>Through feedback from staff and ESSP we know the impact has been positive in athletics. Going forwards we will use CPD from ESSP to develop the skills of staff to sustain this.</i>	<i>CPD included in ESSP Package</i>
<i>Ensure that delivered CPD is put into practice by teachers by carrying out monitoring.</i>	<i>JD/JG</i>	<i>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</i>	<i>As above.</i>	<i>-</i>
<i>To deliver staff training on the expectations for PE and what a good PE lesson should look like.</i>	<i>JD/JG</i>	<i>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</i>	<i>Postponed for this year due to staffing. Will deliver in 24-25.</i>	<i>-</i>
<i>Ensure that equipment is well stocked and adequate for the delivery of high quality PE lessons and extra curricular Sport, including staff uniform to</i>	<i>JD/JG</i>	<i>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</i>	<i>High expectations across the subject so teachers and staff feel confident in delivering high quality PE and sports lessons/sessions and</i>	<i>£2,000</i>

<i>maintain high standards across school sport</i>			<i>taking children to competitions/festivals</i>	
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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
<i>To ensure that we maintain the current provision of competition.</i> <i>Aim to qualify for as many County Finals.</i> <i>Ensure there is a range of competition on offer.</i> <i>Ensure that all children get the opportunity to take part in competitive and non-competitive sport.</i> <i>Offer a greater range of sports/activities as extra-curricular clubs</i> <i>To embed the use of mini-leaders to run lunchtime activities</i> <i>Ensure that those less active children are targeted to improve their attitudes to staying fit and healthy and participation in PE and sport.</i>	All children in school took part in sporting competition this year. We also maintained our provision of 6 intra competitions in school, children were also able to attend festivals without a competitive element. There is still a strong ethos in school to reach County Finals and we were able to do so in 2 competitions. We continued to offer a diverse range of sports and activities which enthused the children and we had the highest turnout for sports clubs with many fully subscribed. Mini-leaders were one of our best successes this year. The year 5 cohort were keen and willing to dedicate some of their lunchtimes to organizing and running small games for younger children. This not only helped those children develop leadership and coaching skills, but also for the children taking part, we were able to target the less active and ensure that children had access to organized activities to promote a fit and healthy lifestyle.	Despite staffing challenges we have been able to ensure that our level of provision with entry to festivals, intra and inter competitions has been maintained from previous years. We also managed to qualify for two county finals. We managed to offer new and diverse sports and activities as extra-curricular clubs, including trampolining, boxing and laser tag all new this academic year. There was a strong emphasis on formalizing our approach to mini leaders this year. Year 5 children were assigned roles and trained as mini leaders to deliver fun, active games at lunchtimes to children lower down in the school. This worked well and will continue with training for the next cohort of year 5's in September.

SwimmingData

Meeting National Curriculum requirements for swimming and watersafety.

Priority should always be given to ensuring that pupils can perform a 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?	91%	<i>Despite changes to our swimming curriculum, introduced this year, whereby year 6 no longer swim all year round we have maintained a steady percentage of children able to swim 25 metres.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	91%	<i>Again, despite changes to our swimming curriculum we have maintained a steady percentage compared to previous years.</i>

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	91%	<i>Our cohort are confident at performing self-rescue in a safe manner as there is a particular emphasis placed on this through our curriculum due to our proximity to local waterways.</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?	Yes	<i>Staff have attended training to ensure that all those who take children to swimming lessons are confident and competent in teaching our curriculum effectively.</i>

Signed off by:

Head Teacher:	<i>Kylie Magner</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Jonathan Dale & Julia Gillard / PE leads</i>
Governor:	<i>Leanne Mordue</i>
Date:	