



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>1. <i>To increase participation in school clubs outside of school day especially for disadvantaged children.</i> Funding used to allow SSP Sports Coaches and other external coaches to support extra clubs and activities before and after school with the aim of engaging more and different children in regular activity, specifically targeting our SEN and disadvantaged children.</p>	<p>1. As a result of this project, the amount of disadvantaged children who attended a club in the Autumn term was 14.71% increased to 64.29% in the Summer term. In regards to the SEN children, in the Autumn term, 8.82% attended a club. This increased to 68.75% in the summer term.</p>	<p>1. We are giving our children opportunities to broaden their experiences in regards to sport. Some children would not be able to access these kinds of clubs outside of school, so seeing children enjoying attending clubs has helped raise ambition.</p>
<p>2. <i>To work with the SSP through events and festivals to inspire regular activity.</i> Funding used as part of our basic membership for our SSP to run events, with our cohort specifically targeting our SEN and disadvantaged children to help raise aspirations and ambition.</p>	<p>2. As a result of working closely with the SSP, the amount of disadvantaged children who attended a competition/festival in the Autumn term was 25% increased to 71.43% in the Summer term. In regards to the SEN children, in the Autumn term, 9.38% attended a competition/festival. This increased to 31.25% in the summer term.</p>	<p>2. We are giving our children opportunities to take part in competitions and festivals which may have not been accessible to them before. The SSP ensures that some events are for the elite children to help with the competitiveness side of sport, whilst other events are based on inclusivity and opening doors to our children to be inspired.</p>
<p>3. <i>Students are exposed to and comfortable with participating in school sport opportunities with other schools.</i> Funding used to employ a Sports coach who works alongside our children in preparation for competitions/festivals, leagues and athletic meets.</p>	<p>3. As a result, this helps our children feel prepared for the event. Our sports coach runs through the event and they have a go doing a part of it in school, so when they are there, they will feel ready. They have also helped with running the football leagues and the districts team, securing us medals and trophies due to the commitment and training that was put in.</p>	<p>3. By having a dedicated sports coach, they are then utilised and deployed by the PE lead to help the curriculum and the wider school opportunities to run smoothly, and to help inspire children at the school.</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>1. SSP 'BASIC MEMBERSHIP MODEL – Physical And Health and Wellbeing strands (see attached) To impact on all students in Key Stage 1 and 2.</p> <p>2. SSP Active Kids/ Character / Active Maths and Multi Skills Festivals</p> <p>3. SSP Conference attendance including sessions from Teach Active and an Introduction to Physical Literacy</p> <p>4. SSP termly staff inset sessions in school. Schools select the topic needed.</p> <p>5. GetSet4PE Bespoke training session for Mid-day Assistants</p> <p>6. Engage with Team teaching opportunities through SSP projects (Flying Start , Fit4Action and PALs)</p>	<p>1. Staff as a CPD opportunity and students who engage with the assembly content</p> <p>2. Identified students to benefit from attending intervention festivals all designed to inspire through a positive experience of physical activity</p> <p>3. PE Subject Leads , Maths and English Leads , teaching and support staff</p> <p>4. All staff in school</p> <p>5. Mid-day Assistants and lunch support staff</p> <p>6. Primary Teaching and Support staff</p> <p>7. The whole school community including families and parents</p> <p>8. Primary teaching and support staff - especially ECT's.</p>	<p>1. Key Indicator 1 – Engagement of all pupils in regular physical activity</p> <p>2. Key Indicator 1 – Engagement of all pupils in regular physical activity</p> <p>3. Key Indicator 1 – Engagement of all pupils in regular physical activity</p> <p>4. Key Indicator 2 – the profile of PESSPA being raised across the school and Key Indicator 3 – Increased confidence , knowledge and skills of all staff</p> <p>5. Key Indicator 2 – the profile of PESSPA being raised across the school and Key Indicator 3 – Increased confidence , knowledge and skills of all staff</p> <p>6. Key Indicator 2 – the profile of PESSPA being raised across the school and Key Indicator 3 – Increased</p>	<p>1. One assembly every half term has covered a topic related to Sport/Health/Mental wellbeing for both KS1 and KS2.</p> <p>2. Profile of students and tracking of attendance in physical activity. School staff accessing new ideas and concepts to take back to school.</p> <p>3. Audit of cross-curricular activity pre and post training. Staff records of attendance. Measure use of resources and approach.</p> <p>4. Details of staff audit , topics covered , track quality of delivery and levels of confidence.</p> <p>5. Levels of lunchtime activities , tracking number of incidents and levels of confidence in staff</p> <p>6. Levels of confidence , access</p>	<p>SSP Basic Membership which allows access to all listed. £2000</p> <p>Sports Coach: £5282</p> <p>GetSet4PE scheme: £990</p> <p>TeachActive Subscription: £100</p> <p>Athletic Team Kit: £386.20</p> <p>Anomaly Interactive Ltd: £4750</p> <p>Equipment/Trophies: £2005.14</p> <p>Coaches for events: £600</p> <p>Dance coach: £50</p> <p>Covers swimming: £1950</p>

<p>7. Distribution of SSP termly newsletter to raise awareness and profile across the wider school community</p> <p>8. Access to SSP CPD central training programme and courses</p> <p>9. Access to the SSP full calendar of events, festivals , leagues and competitions</p> <p>10. SSP PALs training for Year 5/6 and Year 2 mini PALs. Training of students to support peers and engage less active students in physical activity . Access to SSP Sports Leaders training.</p> <p>11. Engaging a range of students in SSP performance based opportunities such as Dance Festival, Performance Festival , Cheerleading , Virtual Dance Events</p> <p>12. Employing staff to help with the running of the PE department.</p>	<p>9. Students across the selected to attend the most appropriate events / staff gaining knowledge and ideas</p> <p>10. Students receiving training and those benefiting from increased opportunities at lunch and break.</p> <p>11. Students and staff attending events</p> <p>12. All staff.</p>	<p>confidence , knowledge and skills of all staff</p> <p>7. Key Indicator 2 – the profile of PESSPA being raised across the school</p> <p>8. Key Indicator 2 – the profile of PESSPA being raised across the school and Key Indicator 3 – Increased confidence , knowledge and skills of all staff</p> <p>9. Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils and Key Indicator 5 – Increased participation in competitive sport</p> <p>10. Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils</p> <p>11. Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils</p> <p>12. Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils</p>	<p>to resources and knowledge remaining with teaching staff</p> <p>7. Longer term support and engagement from stakeholders regarding the importance of PESSPA</p> <p>8. Attendance records, course details, certificates if required and continued monitoring of delivery.</p> <p>9. Records of events entered and participation levels of children attending / longer term impact on access to PESSPA</p> <p>10. Number of children active at break and lunch , and participating in clubs. Retain an infrastructure for PALs and Sports Leaders within the school.</p> <p>11. Tracking of students involved and levels of activity</p> <p>12. They are able to pre-teach to build confidence, lead interventions and help train the elite.</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
<p>1. CPD for all staff in areas of PE in regards to being all-inclusive during PE sessions and sporting events.</p> <p>2. Through the SSP calendar of events we were able to provide an opportunity for every student to attend an event and represent the school in intra/inter school events.</p> <p>3. As part of our British Values, we hold collective worship & assemblies based on our drivers (with Health & Wellbeing being one of them.) We have held assemblies based of the following topics:</p> <ul style="list-style-type: none"> ● Healthy Eating ● The Importance of exercise <p>We have also touched on the mental health side of sport such as:</p> <ul style="list-style-type: none"> ● Sportsmanship ● Team work ● Resilience <p>This is also embedded into our curriculum by using GetSet4PE, which follows a holistic approach in regards to PE.</p>	<p>1. Staff received personalised support and the quality of lessons improved in this area.</p> <p>2. An opportunity for the school to celebrate all students. Increased sense of belonging and raised profile of being active</p> <p>3. We re-purchased this scheme as we felt that the skill progression is outstanding, but also building in holistic traits to all children is extremely important. We have introduced 'soft data' assessment using case studies to assess holistic skills, which we then discussed in a PE CPD I held.</p>	<p>1. This approach worked well as it was a shared area of improvement. When discussed in a further meeting, staff felt more confident in providing provision for SEND children.</p> <p>2. This will remain a key aim for our school in future years, especially for our key groups.</p> <p>3. This is the start of us assessing holistic objectives, but already the discussions have been positive. An example is of an SEND child who may be below in PE due to gross motor skills not being quite where we need them, but their teamwork and resilience is st expected. We want to look into this further in the next coming year.</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?	72.973%	<i>Most of the children live in the village which is close to the River Crouch, so many start learning to swim outside of school.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	72.973%	<i>We also have swimming lessons within our curriculum annually, so children can top up their skills.</i>
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	96%	<i>It is written into our curriculum that they have 3 sessions of water safety which is incredibly important due to where our children live.</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?	Yes/No/N/A	N/A
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	Our instructor is external, and we hold meetings with our parent volunteers prior to the sessions.

Signed off by:

Head Teacher:	<i>Claire Smith</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Janie Byrne - PE Lead</i>
Governor:	<i>Lynda Walker</i>
Date:	<i>19.07.24</i>