



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.

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| How much (if any) do you intend to carry over from 2023/24 into 2024/25 | £0 |
| Total amount allocated for 2024/25 | £18,600 |
| Total amount of funding for 2024/25. | £18,600 |

Review of last year's spend and key achievements (2023/2024)

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

| Activity/Action | Impact | Comments |
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| Sports Coaches employed for lunchtimes – multiple daily sports and activities on offer to KS2. | High levels of activity at lunchtimes. Children active and happy. | To continue to employ sports coaches, deliver activities as requested by pupil voice + support KS2 Play Leaders. |
| Y6 Play Leaders delivered activities at lunchtimes in Foundation and KS1. | Increased activity at lunchtime. Leaders developed leadership skills and increased confidence and participation in F2 and KS1. | To continue – provide additional training to support. |
| Large variety of after school clubs offered (33 after school clubs, lunchtime clubs, including 14 different sports.) Surveys sent to parents to distinguish what clubs were wanted on which preferred days. | Good choice of and participation in after school sports – increased enjoyment and activity. | Continue to survey parents and children to increase participation and understand/break-down any barriers to attending to help plan clubs. |
| Well-being days delivered each half term, including alternative sports/activity sessions: Circus skills, Drumba, Tough Runner assault course, School run, crazy golf and cheerleading. Regular yoga and self-affirmation – wellbeing days focused around themes: Be Connected, Be Physically Active, Be Mindful, Be Mentally Active. | Children excited to return to school for well-being days and apply/extend some of learning or experiences throughout. Children are more aware of how they can implement ways to improve their own health and well-being, including physical activity, and continued theme through homework activities for each half term. | To continue to deliver well-being days including some outside providers and themes with linked homework. Look for alternative sessions to deliver. |
| Mentoring provided to improve social, emotional skills and improve behaviour for targeted children through weekly sessions from Brighter Futures – delivered through sporting activity. | Weekly mentoring sessions through sport had positive impact on social and emotional well-being and behaviour for targeted pupils. | To provide sessions for a different selection of pupils who most need it. Continue to monitor impact. |
| High level of competition opportunities delivered through inter-school comp (Gedling Schools and Trust) and intra school (sports day, termly in PE, lunchtime.) | All children competed in intra school competition through sports day and in PE. Children attended a wide range of inter school comps, such as boccia, | Continue to provide opportunities in PE, lunchtimes and sports day. Continue to attend inter-school competition and festivals where |

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| <p>Positive feedback given from post competition surveys.</p> | <p>frisbee, netball and football with high levels of enjoyment and success. Children had opportunities to take part in competition at lunchtimes.</p> | <p>possible. Extend post competition surveys.</p> |
| <p>New PE Scheme implemented and used by all staff to ensure clear knowledge and vocabulary is taught through high quality, progressive lessons.</p> | <p>Children taught high quality, progressive PE lessons with clear vocab and knowledge definitions/descriptions to improve continuity and knowledge retention.</p> | <p>Assess need for CPD across staff and provide where necessary/possible.</p> |
| <p>Increased leadership opportunities through sports day leaders, house captain roles, play leaders at lunchtimes and through ambassador involvement.</p> | <p>Children given opportunities to lead and succeeded with good communication, determination and teamwork.</p> | <p>Continue and organise training for Play Leaders through SGO.</p> |

Key priorities and Planning (2024-2025)

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? ANTICIPATED | Cost linked to the action ANTICIPATED |
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| <p>Further develop active playtimes:</p> <ul style="list-style-type: none"> - Employ sports coaches to lead activities at lunchtimes - Train Play Leaders for playtime activities across all key stages (KM + KR+SGO) - Activities planned through Pupil/Parent Survey and Pupil Voice - Purchase equipment needed for KS1 lunchtime activities and KS2 personal best activities | <p>Sports coaches, Lunchtime supervisors and pupils.</p> <p>Play Leaders and other pupils</p> | <p>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</p> <p>KI 3 The profile of PE and sport is raised across the school as a tool for whole-school improvement</p> <p>KI 2 The engagement of all pupils in regular physical activity</p> | <p><i>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in Sport Activities and PE.</i></p> <p><i>Increased confidence and leadership skills. Increased enjoyment in being active and improved behaviour.</i></p> <p><i>Children active at playtime in a wider range of activities</i></p> | <p>£9,200 (for sports coaches)</p> <p>£75 Sports Leaders £100 Staff time</p> <p>£300</p> |
| <p>To continue to offer a wide range of clubs after school to increase activity and enjoyment</p> <p>Use surveys to plan clubs wanted and days</p> | <p>Pupils, Staff (admin & coaches)</p> | <p>KI 2 The engagement of all pupils in regular physical activity</p> | <ul style="list-style-type: none"> - <i>High uptake of children at after school clubs (and out of school activities), including those usually less active.</i> | <p>£150</p> |

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| <p>available to increase uptake. Include SEN in pupil voice – provide inclusive sports/activities. Track attendance.</p> <p>Regular use of active bursts in the classroom – yoga breaks, active advent, go noodle...</p> <p>Hold Health and Well-being days for the first day of every half term, incl social, emotional, health, well-being and a range of physical activities/sports taster sessions provided. (Include School Run, Drumba, active travel)</p> <p>Provide mentoring to improve social, emotional skills and improve behaviour for targeted children through sessions with Sports coach– delivered through sporting activity.</p> | <p>Pupils and teachers</p> <p>Pupils and staff</p> <p>Targeted pupils and staff (behavioural/emotional support)</p> | <p>KI 4 Broader experience of a range of sports and activities offered to all pupils</p> <p>KI 2 The engagement of all pupils in regular physical activity</p> <p>KI 3 The profile of PE and sport is raised across the school as a tool for whole-school improvement</p> <p>KI 4 Broader experience of a range of sports and activities offered to all pupils</p> <p>KI 3 The profile of PE and sport is raised across the school as a tool for whole-school improvement</p> | <p><i>Children have active/brain-breaks to increase focus – encourage healthy active habits.</i></p> <p><i>Children excited to return to school for Wellbeing days. Children experiencing greater variety of ways to be active and healthy with fun taster sessions and focus on themes (followed by ½ termly homework on): Be Connected, Be Physically Active, Be Mindful, Be Mentally Active Children increasingly aware of how they can implement ways to improve their own health and well-being, including physical activity.</i></p> <p><i>Positive impact on social and emotional well-being and behaviour for targeted pupils. Teachers to use strategies used as suggested by Mentor.</i></p> | <p>£2000 (incl Drumba subscription £600)</p> <p>£2000</p> |
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| Rewards for participation, values demonstrated and achievement in PE/competition. | Pupils | KI 3 The profile of PE and sport is raised across the school as a tool for whole-school improvement | <i>Positive attitudes developed in PE, competitions and after school activities through reward systems and reporting (assemblies, certificates, stickers, reports, house points)</i> | £80 |
| Whole school running event organised with emphasis on participation and values demonstrated. | Pupils | KI 4 Broader experience of a range of sports and activities offered to all pupils | <i>All pupils active in event and values demonstrated/profile raised and reported on.</i> | £25 |
| Teachers to follow School PE curriculum through new PE Scheme units and lesson plans for teaching (with adaptations) CPD and resources as necessary. | Staff and pupils | KI 1 Increased confidence, knowledge and skills of all staff in teaching PE and sport | <i>New scheme being embedded to with clear definition and knowledge throughout. Staff confident in teaching PE, delivering good quality progressive lessons with clear outcomes. Children have increased knowledge and ability to apply.</i> | CPD and resource cost as necessary |
| Observe lessons, support staff and use pupil voice to continue improving teaching and learning in PE, incl SEND provision (support from SENCO) | KM, SENCO, staff and pupils | KI 1 Increased confidence, knowledge and skills of all staff in teaching PE and sport | <i>Teachers supported in teaching of PE, positively impacting on children's learning, including SEND pupils. Children have voice to impact on lessons/ learning and enjoyment.</i> | £250 |
| PE Lead to attend PE conference, regional SGO Meetings and Trust CPD. | KM (then staff and pupils through implementation) | KI 1 Increased confidence, knowledge and skills of all staff in teaching PE and sport | <i>PE Lead up to date with recent training, advice and competition opportunities. Implemented changes to documentation and</i> | £200 |

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| Sports Coach/PPA Teacher to attend Sports conference and other CPD as necessary. | TH, staff (when fed back), pupils | KI 1 Increased confidence, knowledge and skills of all staff in teaching PE and sport | <i>plans and feedback to staff.</i> <i>Sports Coach increased knowledge and confidence for teaching and provision of sports and activity. Positive impact on teaching PE and across all areas.</i> | £150 |
| Attend inter-school competition in range of sports/activities – from festivals (less able/competitive) to highly competitive (leading to finals) | Pupils, TH, other staff | KI 1 Increased participation in competitive sport | <i>Children participating in competition, applying and developing skills, application and social / emotional aspect of sports competition.</i> | £400 staff cover |
| Purchase equipment for teaching and clubs | Pupils and staff | KI 2 The engagement of all pupils in regular physical activity | <i>Teachers have resources needed for lessons. Children have equipment needed to experience range of physical activity and sports (including sports implemented into new curriculum.)</i> | £800 |
| Make children and parents aware of range of opportunities to participate in and spectate sport. | Pupils and parents | KI 5 Broader experience of a range of sports and activities offered to all pupils | <i>Local club information sent out to parents. Signposted to free events, such as Rugby League Matches – Doncaster Knights – and local clubs/activities on offer – to increase interest and motivation in sports and physical activity.</i> | |

Key achievements (2024-2025)

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 |
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Swimming Data (2023-2024)

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> |
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| What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres? | 74% | <i>From swimming statistics in Y4.</i> |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? | 65% | |
| What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations? | 65% | |
| 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 | |
| Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety? | Yes/ No | |

Signed off by:

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| Head Teacher: | Jenny Cook |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | Karen Miller, PE Lead. Wendy Haywood – Business Manager |
| Governor: | Chris Keast |
| Date: | 30 th September 2024 |