



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
To help children to engage in regular physical activity – guidelines suggest at least 30 active minutes a day.	Children engaging in playground games, weekly afterschool clubs for different year groups and use of regular JSJ sessions throughout the morning sessions to increase activity.	To further develop the KS1 playground this year to support children and teachers in increased physical activity.
To continue to be active members of the local PE cluster – giving the children the opportunity to participate in a wider range of sports as well as inter-school competition.	Children enhance their participation and enjoyment in a range of different sports alongside other members of their own and other schools.	Encourage children to maintain participation in the PE cluster events.
To improve teacher understanding of games in PE (Rugby focus).	Pupil feedback showed enjoyment in the sessions, staff also feeling happier and more confident in the teaching of rugby and children did well in the rugby festival at the WHS cluster festival.	Implement this model to other areas of the PE curriculum – possibly dance for 2023/24.

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>To improve teacher understanding and skills when teaching dance.</p> <p>To introduce a new, progressive SoW in the Summer Term to help guide teachers in the teaching of dance. This resource provides high quality videos to support teaching an increase teacher confidence in this area.</p>	<p>Teachers took part in CPD, an experienced dance teacher working with their classes for 5 weeks.</p> <p>Increased confidence for one teacher to be able to go ahead and enter the UDance festival next year.</p> <p>All staff to become familiar with the new SoW.</p>	<p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</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 5: Increased participation in competitive sport.</i></p>	<p>High quality dance delivered to the children and teachers observed a unit of work which is now sustainable and will be delivered to children in future year groups. Teachers are more confident and have been upskilled in this area.</p> <p>Dance was highlighted, by staff, as an area for development. Afterschool clubs offered to the children with a local club link encouraged to those taking part. SoW is enabling teachers to feel more confident in the teaching of dance. This will also help support gymnastics too.</p>	<p>£5300</p>
<p>To develop a broader range of sports by introducing Martial Arts into the curriculum.</p>	<p>Martial Arts delivered in all KS1 and KS2 classes. All teachers present in lessons to observe children.</p>	<p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i></p> <p><i>Key indicator 2 -The engagement of all pupils in regular physical activity.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p>High impact for the children, excellent levels of focus achieved and children who are less active or engaged with PE were fully involved in sessions. Teachers learned new, transferrable skills for teaching in other areas of the curriculum.</p>	<p>£1760</p>

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
To develop a broader range of sports by introducing Lacrosse into the curriculum.	Two teachers took part in CPD and a Lacrosse coach visited school to deliver a taster session for some of the children in KS2.	<p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	CPD was high quality and the taster session enabled the teachers to see the theory in practice. This will be further developed next year. To make it sustainable, the coach will deliver a block of six sessions so teachers can build a unit of work to use with future classes and share with other members of school staff.	£670
<p>To refresh and reintroduce SMART Moves to school to support the development of SEND.</p> <p>To attend the Active Start training to help support the development of physical literacy and encourage families to lead active lifestyles now and in the future.</p>	<p>STA to attend the training and deliver sessions to those highlighted by the SENDCo.</p> <p>EYFS and KS1 teachers to attend the training and access all of the resources. This will then have an impact on the children in their classes and also on their families in our school community – it is made available to families through class Dojo on a weekly basis for a set number of weeks.</p>	<p><i>Key indicator 2 -The engagement of all pupils in regular physical activity.</i></p> <p><i>Key indicator 3 – Raising the profile of PE and sport across the school, to support whole school improvement.</i></p>	<p>Lots of positive feedback from both courses.</p> <p>Increased knowledge of assessing children in SMART Moves so sessions can be planned with this in mind. Helpful for the children this academic year and in the years that follow.</p> <p>A big impact of Active start was helping to promote weekly physical literacy activities for parents to try at home which helped the whole school community to build active lives now and in the future.</p>	£635

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
To introduce and embed OAA days into the KS2 curriculum.	Children in years 3 and 5 will have access to OAA activities at a local venue.	<p><i>Key indicator 2 -The engagement of all pupils in regular physical activity.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	High impact for the children, excellent levels of focus achieved and high levels of enjoyment. The children were challenged to solve a variety of problems and team work skills came to the fore. Many children, who aren't the leaders in the more familiar areas of PE, shone and became the children leading the teams. It was an excellent way to build the self-esteem and confidence of our children. Many expressed an interest in joining clubs based at the local venue.	£2820
To continue to develop self-esteem for the 'whole child' through the use of intra and inter competition.	<p>All children, across our school, taking part in various different intra and inter competition.</p> <p>EYFS and KS1 involved in a whole school, competitive sports day this year.</p> <p>Opportunities for SEND children to attend Panathlon events throughout the year.</p>	<p><i>Key indicator 2 -The engagement of all pupils in regular physical activity.</i></p> <p><i>Key indicator 3 – Raising the profile of PE and sport across the school, to support whole school improvement.</i></p> <p><i>Key indicator 5: Increased participation in competitive sport.</i></p>	Impact is high and is clearly evident on the school Friday Fortnightly, published by the head teacher each week. Results and photographs of sporting events, festivals and competitions are also shared with the whole school community via school Dojo. Children have noticeably, demonstrated improved confidence and self-esteem in the classroom following successful, sporting outings.	£1565

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
To continue to provide KS2 pupils access to top-up swimming lessons	All children in Years 4, 5 and some in Year 6.	<p><i>Key indicator 2 -The engagement of all pupils in regular physical activity.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	Access to swimming in our community is very limited therefore it is vital that we give our children the opportunity to learn to swim. Many of our children continue to struggle after core swimming sessions in Year 3 and continued practice is important. In order to achieve greater numbers of children achieving NC requirements at the end of KS2, we must provide these sessions.	£3620
To audit and review available equipment, removing surplus and adding to school equipment.	All pupils across school.	<p><i>Key indicator 2 -The engagement of all pupils in regular physical activity.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p>New storage solutions found for large balls with rugby and footballs renewed.</p> <p>Sets of goals for games added for the school field. Football matches hosted successfully.</p> <p>Dodgeball and indoor curling sets purchased to broaden experiences</p> <p>Balance beams and balance bikes and helmets also added to Early Years outdoor areas.</p>	£1200

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
To introduce a new sport, Martial Arts, in PE: develop strength, reaction, speed and self-discipline. <i>This was put in place due to a very successful taster session during 2023 National Sports Week – the children’s voice was strongly in favour.</i>	Children fully engaged in sessions. Levels of physical activity increased. Children working collaboratively to improve. Effort to be more focused and resilient. Many children who don’t necessarily find some other sports easy or enjoyable – loved the sessions.	“The children had much improved fitness and were very keen to participate in Martial Arts outside of school.” “Pupils were active, coordination developed, considered others. Enjoyed having special visitors.”
The introduction of OAA into years 3 and 5. OAA is now developed throughout the whole of KS2.	Year 3 and Year 5 children absolutely loved their days of activities and the collaborative work and problem-solving skills outside of the classroom where clearly evident and fantastic for all to see.	They took part in canoe-rafting, raft building, den building, treasure chest challenge and orienteering. The children loved being on the water and making smores on the campfire. Summed up as enjoyable, exciting and fun!
To improve teacher confidence in a number of curriculum areas. Introduction of a new SoW to support areas where teacher confidence is not as high.	High quality PE being taught across the school. This was evident when gaining feedback from the children and teachers alike.	The children reported that they love PE and they just want to do more of it. They could talk about knowing when they have done well and knew what they needed to improve on. Teachers feel confident in areas such as games. They talked about needing more support in areas such as dance and gymnastics.

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?	% $16/32 * 100 = 50\%$	<i>The children worked hard to achieve this percentage of passes. Brampton does not have a swimming pool so parents need to transport children to Carlisle to swim or pay for expensive, hire pools in the local area.</i> <i>7 children have been added to the class, during year 6, and of the 7 only 2 children have achieved the NC swimming award.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	% $16/32 * 100 = 50\%$	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	% $16/32 * 100 = 50\%$	

<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><i>Our swimming data is very low when the children complete their core swimming in year 3. Therefore, we have to complete top-up swimming sessions as the children progress through key stage 2.</i></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>	

Signed off by:

Head Teacher:	Mr Chris Armstrong
Subject Leader or the individual responsible for the Primary PE and sport premium:	Claire Paisley – PE subject Leader
Governor:	Mr Stephen Shovlin (Chair of Finance & Staffing Committee)
Date:	10 th July 2024