



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 ensure our pupils are physically engage above and beyond the government guidelines.	<p>Children can recognize how outdoor learning can impact not only their physical wellbeing but their mental wellbeing too.</p> <p>Children are keen to engage in forest school/ outdoor learning opportunities and attendance on these days is good.</p> <p>Children can use a range of games which promote physical activity all through their break and lunchtimes without relying on an adult to resource this for them.</p>	<p>Continue to build on the success of forest school/outdoor learning to ensure there is a consistent message and development of skills for the children.</p> <p>Continue to provide additional resources for the children to use and develop these with playground leaders.</p>
To celebrate the sporting talents and achievements of pupils through whole school inter competitions	<p>Children are developing their awareness of a range of sports and can see how these fit into the whole school skills development.</p> <p>Children are attending some sporting events</p>	To ensure events are planned for in advance to maximize the possibility of those we can attend.

<p>To develop the knowledge, understanding and confidence of all staff so they can confidently deliver high quality, progressed physical education</p>	<p>As a result of the new curriculum, there is a clear line for progression and the skills being taught to the children are more in line with the expectations for the year group.</p> <p>The new schemes of work have allowed key technical vocabulary to be highlighted and used as well as ensuring there is set aims to each lesson.</p> <p>There is an increase in confidence, self-esteem and the desire to engage from our pupils as they now have more skills and knowledge to draw on.</p> <p>There are very few non-participants and pupil voice shows the children are very keen to engage in PE.</p>	<p>We have enrolled in the local CASP package where we will continue to be supported through one half a day teaching session. This will allow teachers to observe and mirror sports specialists to further enhance the delivery of sports to our children. This package has been paid for with monies allocated to the 2022-23 spend but covers support in school until July 2024.</p>
<p>To broaden the sports clubs available to our pupils after school</p>	<p>After school sports clubs on offer for this academic year have included:</p> <ul style="list-style-type: none"> • Football (29) • Badminton (25) • Running Club (27) • Tag rugby (10) • Just dance (24) • Scooter (58) <p>Number of children attending in brackets</p>	<p>To continue to offer a wide range of after school clubs which encourage the children to be physically active and try something new.</p>
<p>To encourage children to partake in competitive sports.</p>	<p>Competitions/external events to date have included: This girl can (Rugby, cheerleading, Yoga, Self-defense, beach volleyball and Laser Tag)</p>	<p>The cost of travel is high for a small school and this can sometime be a disadvantage for our pupils, much of the time the cost of travel is the decision maker. Budgeting for more expenditure for the next academic year will help with this.</p> <p>Creating a yearly plan to ensure mini bus travel can be arrange and covered in plenty of time.</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>To build capacity and capability in the school by ensuring that improvements are made to the teaching of PE</p>	<p>Staff - to support them to teach with knowledge and confidence whilst being coached by a PE specialist.</p> <p>Whole school - adaptations made to planning and delivery will become embedded into the daily teaching expectations of PE.</p> <p>Pupils - gaining access to high quality PE terminology, knowledge and progressive skills. They will be more equipped to transfer their skills and knowledge. Pupils will be able to develop their independent skills and use what they have been taught to engage in sports and active engagement at playtimes. This will also allow our pupils to disseminate their skills and knowledge to their peers.</p>	<p>Key Indicator 1 and 4</p>	<p>Sustainability through the development of teaching knowledge and skills. Staff are required to attend all sessions with the PE specialist and use taught skills and feedback throughout the week.</p> <p>Children have access to the correct skill and knowledge which removes the possibility of being taught unsafe execution or misconceptions. Base knowledge can be used year on year.</p> <p>PE lead is subject to additional training sessions where whole school improvement is also a focus to further learn how to sustain changes within the school.</p> <p>Widening the children's knowledge about different sports and provide them with the opportunity to try these within a safe competitive environment.</p>	<p>Yearly subscription for coach/mentor to attend school on a weekly basis £5000</p> <p>New equipment to accompany the new curriculum and to ensure each year group has access to quality equipment to ensure whole school coverage £3800. The school has invested in age appropriate equipment to allow each year group to hand sports equipment which is correct for their age. This means we now have the resources to provide the children with different support. E.g. different sized balls. We have included sports which link to the needs of the children and those which compliment the competition cycle. Purchasing new mats to allow support when</p>

<p>To increase participation in external competitive sporting events</p>	<p>Pupils - gaining a chance to attend and compete in competitions they would not normally attend and partake in. Growing their confidence to be competitive.</p> <p>Staff - being able to develop their CPD to allow them a better understanding of how competition sports work and what skills are needed in order to partake.</p> <p>Whole school - building the reputation of the school within the community. Being able to build relations with other school in order to eventually develop relationships for friendly matches and competitions.</p>	<p>Key Indicator 4</p>	<p>Children are encouraged to celebrate their success within the whole school team to ensure other pupils, that may not have attended, are being expose to sports for the future.</p> <p>CPD for teachers as they attend sessions and competitions. This information feeds back into the school and allows more accurate information to be presented to the children when teaching.</p>	<p>teaching gymnastics.</p> <p>Resources linked to the competitions to enable the children to experience and learn the support prior to the events. £250</p> <p>Some of this expense is also included within the above as part of the sports package. We have opted for inclusion into competitions.</p>
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<p>To ensure our pupils are physically engaged above and beyond the government guidelines.</p>	<p>Staff - developing their knowledge and understanding linked to physical development and the curriculum. Learning how to actively engage pupils. Upskilling their knowledge linked to outdoor learning through mentoring and coaching.</p> <p>Pupils - access to high quality extended physical activities to promote movement and enjoyment. The opportunity to use physical skills in a safe environment. The ability to develop their own ideas and learn how their bodies can be used to achieve these (climbing, carrying, cycling etc.).</p>	<p>Key Indicator 2</p>	<p>Outdoor learning leads are use to develop teaching and physical activity opportunities. This is a positive base for CPD as staff are expected to attend all sessions with their children. Staff and children are able to learn how to use their body physically but safely. Children are taught and encouraged to use their physical ability in ways that are different from in class use (climbing, carrying, fine motor control etc.).</p> <p>Cycle tots has been used as a bought in professional service to work with our youngest children in building their balance and confidence on bikes and scooters. Coaches spent time working with the children and staff. Staff have been able to re-use the skills and knowledge from the session.</p>	<p>Anna Outdoors £9200</p> <p>Cycle Tots £65</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>To build capacity and capability in the school by ensuring that improvements are made to the teaching of PE.</p> <p>We signed into a sports coaching system which allowed the school access to a qualified sports coach for half a day per week. They worked with the children and staff to coach and mentor different sports. They also support lunchtime play to show how lesson knowledge can be transferred into independent playtimes.</p>	<p>Teachers have gain additional knowledge linked to planning and delivering sports which have been covered throughout the year. They have also developed their CPD enough to be able to teach a full set of lessons linked to the chosen sports of the year.</p> <p>The children's knowledge and skills have been improved due to the coaching and mentoring skills being delivered. The children have secured a good base knowledge for the chosen sports of the year.</p> <p>Children are using their new skills and knowledge throughout lunchtime play which is enabling them to become more active.</p> <p>The school has been able to invest in equipment which allows the teaching and learning of skills to be successful.</p>	<p>Next year it would be ideal to change the focus of the sports to ensure continuous CPD is developed and children are exposed to new knowledge and skills. The will create an ongoing cycle of change.</p> <p>Wide distribution of skill has been successful this year and needs to continue. This has aided whole school impact.</p>
<p>To increase participation in external competitive sporting events</p> <p>We signed up to the local events offered through the coaching scheme to allow us to enter the competitions they were offering. This allowed us to try out a range of</p>	<p>Our partaking pupils have voiced their enjoyment in the events they have attended. They have been able to see how a competition works and what they need to do in order to push their skills. Children are more willing to try different events. We have also seen an impact in relation to their wellbeing; growing their</p>	<p>Transport is a problem for us as a small school. It is very costly to transport the children even over short distances. This can limit the amount of competitions we have been able to attend.</p> <p>Being a half form entry also has its limitations.</p>

<p>sports and to offer different events to our pupils across the school. We have taken part in: self-defense, cricket, netball, basketball to name just a few.</p>	<p>confidence immensely. The children have also learned how to share their rewards and experiences with others. Taking recognition through assemblies to showcase their success.</p> <p>Staff impact has been visible for the PE lead. She has attended all of the activities and has developed her knowledge in relation to the active building steps needed prior to events. She has also been able to feed this back to the whole school through staff meeting sessions. Further impacting staff development.</p>	<p>When there are only 15 children per year group it can sometimes be challenging to make a complete team. The school have tried to embrace this throughout the year by working with the partnership to agree to have mixed year participation. This has worked well for some sports such as basketball where we took children from year 4, 5 and 6 to partake in a competition aimed at year 6.</p> <p>Moving forward to next year, it would be nice to develop friendly competition with other local schools to enable our pupils to use their skills continuously throughout the year.</p>
<p>To ensure our pupils are physically engage above and beyond the government guidelines.</p> <p>We purchase the skills and knowledge of Anna Outdoors to provide our children with active experiences away from the classroom. Staff join the sessions and their time with Anna forms part of the ongoing CPD. All sessions are planned by Anna Outdoors and are designed to show the children a range of skills they can use outside to stay active. Teachers can further develop this back within the classroom. Each year group spend 1 day outside per term (6 x year). It has been our aim to grow the children's enjoyment for being outside and active.</p>	<p>Pupil voice shows us that the children enjoy the opportunities being presented to them and find being active outside refreshing. The children are more confident to try new activities and are willing to use their active skills when they are given the opportunity to do so. Our pupils have been able to develop bespoke skills they would not otherwise be able to access and have learned how to use outdoor tools safely.</p> <p>Our persistent absence families are less likely to miss school when outdoor learning opportunities are available for their class. For our 5 children with attendance sitting at less than 75%, their attendance on outdoor learning days is increased. 1 child shows 100% attendance, 2 children show 86%, 1 child 80%, and 1 x child 60%.</p>	<p>This is an expensive resource but one that the children benefit from immensely. We are not only providing them with the opportunity to stay active all day we are providing them with the opportunities to enjoy outdoor experiences and events. Building dens, creating fires (learning about safety linked to this) learning about edible foods, trees and plants as well as animals and their habitats.</p> <p>Cycle tots was a success which saw an increase in children riding their bikes and scooters to school.</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>
<p>What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?</p>	<p>87%</p>	<p>We struggled to get access to a pool for a time previously so we have been working on giving all of our pupils a chance to engage in swimming as many children here have never been to a pool (COVID escalated this).</p> <p>Many of our children do not take part in private lessons. Out of our current Year 6 cohort, only 7% (1 child) have attend or do currently attend lessons. Only 46% of our pupils swim regularly with their family. This means our children are reliant on school swimming to build their skills.</p> <p>As a small village school, the cost of transport is high and this also impacts how often we can take our children swimming.</p>
<p>What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?</p>	<p>80%</p>	

<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>Our Year 6 children take part in additional water safety techniques when they visit Canoe Wild. This forms part of their residential experience and enhances their water safety knowledge.</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>The cost of transport is too high for us to be able to do this.</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>However, all teachers accompany their children to their lessons and the Year 6 teacher takes part in water safety at the residential.</p>

Signed off by:

Head Teacher:	Sam Killick
Subject Leader or the individual responsible for the Primary PE and sport premium:	Jessie Joiner – PE Lead Sam Killick – Headteacher responsible for the Primary PE and sport premium
Governor:	Anna Webber
Date:	June 2024