



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 that consideration is made for children working below the expected standard in PE and support is put in place within PE sessions to help them work towards their targets (key indicator 1).	Monitoring of PE shows that teachers are delivering consistently good lessons and a lot of outstanding teaching and learning was observed/ monitored. SEND provision was positively commented on by OFSTED – all children are making good progress and all children are included in PE lessons. Lessons are adapted to include children who have additional needs. KS1 & KS2 Teacher Assessment 90% at expected level + 19% working above	Continue to utilise Complete PE tutorial resources and invest in a sports coach to support CPD within staff particularly HLTA's and ECTs'. (key indicator 1).
Establish playground leaders to work regularly with younger pupils. To establish a positive relationship with keeping fit and encouraging peers. To set up more formal playground/ lunchtime activity challenges to engage children and promote further physical activity. (key indicator 2).	All Year 5 and 6 children received playground leader training and were able to implement activities and challenges during lunchtime. All pupils had opportunities to attend extra-curricular sports clubs across the academic year. They were able to engage with football, netball, bench ball, rugby, dance, rounders.	To look into a more formalised set up at lunchtimes to increase active play and physical activity e.g. through the use of OPAL (key indicator 2)

	<p>These clubs were well attended throughout the academic year.</p> <p>100% pupils have attended either a lunchtime or after school club.</p> <p>Weekly playground games organised by upper KS2 children were well attended by EYFS & KS1 children.</p>	
<p>To ensure PE resources are reviewed, maintained, and used effectively across the school to support good teaching & learning.</p> <p>To ensure the whole school PE has a regular health & fitness element that supports the school vision in terms of facing challenges and being the best version of ourselves.</p> <p>To ensure that the implementation and review of the Sport Premium strategy is shared and monitored by governors.</p> <p>Assess and track children’s mental health and wellbeing across school to help support them in this through sport and well-being activities.</p> <p>As investment in new fitness resource ‘Fit for Life’ is a recent development (June 2022)- support and monitor the implementation of this throughout the upcoming autumn term. Consider buying in additional CPD (if required). (Key indicator 3).</p>	<p>PE and sporting opportunities continue to be well resourced to support high quality practice across school.</p> <p>Weekly fitness lessons ensure that PE provides a pathway for children to work towards and achieve the school vision.</p> <p>Governors are aware of key expenditure and areas of development within PE & sport.</p> <p>Whole school Leuven scale (i.e. teacher assessing children on a 1-5 scale on their involvement and wellbeing and tracking and supporting them) assessment data shows the following: Pupil’s achieving a grade 3+ and above for involvement and wellbeing continues to be high: Most recent assessments (summer 2023) show: Involvement = 100% Wellbeing = 100%</p>	<p>To investigate the use of OPAL to further raise the profile of PE and sport across regular lunchtime activities (initial meeting scheduled with OPAL-20/07/2023). (Key indicator 3).</p>
<p>To provide a broader range of sporting activities for children to engage with beyond those provided within the National Curriculum for PE. To engage in an intra-school, interschool & House competitions in a wide range of sports & activities (key indicator 4).</p>	<p>All children have had access to a range of new and different sporting opportunities to help engage them further with these activities. Some of these include:</p> <ul style="list-style-type: none"> Quidditch Bench ball Playground challenges Bowling Parachute games French boules 	<p>Continue to provide and further develop this opportunity to broaden children’s experiences of sport beyond the National Curriculum.</p>

	<p>New Age Curling Compete in an 'intraschool' Federation competition for sport's week and sport's day.</p>	
<p>As inter-school competitions begin to resume throughout the academic year, engage in the vast majority of these again and ensure all children have an opportunity to represent a team and attend a competition during their time at school. (key indicator 5).</p>	<p>100% of children, from EYFS to Y6 have now taken part in competitive sport this academic year through competitions organised by the Bedale Cluster and also the inter-school sports day as part of our own school federation.</p> <p>The school has achieved gold award again in the most recent school games mark application – July 2023.</p> <p>All children are made aware of local sport providers that they are able to engage with through promotion by and support from the school. These are shared regularly on our social media page.</p>	<p>Continue to engage in the vast majority of inter-school competitions and ensure all children have an opportunity to represent a team and attend a competition during their time at school.</p> <p>Look at criteria for Platinum in the School Games Mark for 2024.</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>Provide CPD to staff in order to support the delivery of PE in school, particularly a notable impact on children exceeding/ PE mastery.</p> <p>To ensure that consideration is made for children working below the expected standard in PE and support is put in place within PE sessions to help them work towards their targets.</p>	<p>Teaching staff – particularly 2 x ECT's, HLTA's supporting PE lessons, undertake CPD for staff (ensure they have access to planning, objectives and resources).</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p>	<p>Primary teachers (2 x ECT's) more confident to deliver effective PE.</p> <p>Continued strong teacher assessment of PE and physical development across school.</p>	<p>£2250 for CPD.</p> <p>£62.50 annual membership for Complete PE to support planning and staff CPD.</p> <p>£474.75 annual membership for GoWell fitness (Fit for Life) resource to support PE lessons.</p>

To implement a more formal and structured set up at lunchtimes to increase active play and physical activity e.g. through the use of the OPAL initiative.	Whole staff initiative at first – then focused training and CPD for all lunchtime supervisor staff, OPAL working party (senior leader, play lead, SENDCo, governor, parent)	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.	Increased opportunities for children to be physically active during lunchtime. Reduction in low-level behaviour concerns (e.g. tale telling, minor conflicts)	£5, 209 to implement OPAL CPD support
To ensure PE resources are reviewed, maintained and used effectively across the school to support good teaching & learning.	Staff & children (PE leaders and school council)	Key indicator 3 -The profile of PE and sport is raised across the school as a tool for whole school improvement.	The school is well resourced, leading towards high quality PE lessons.	£506 to replenish/ renew resources
To carry out the OPAL initiative as part of the school & Federation improvement plan for 2023/2024	SLT, Staff, children (playground leaders), governors & parents.	Key indicator 3 -The profile of PE and sport is raised across the school as a tool for whole school improvement.	A clear focus on improvements in physical activity at lunchtimes and engagement in activities, leading to an improved focus back in the classroom.	£3112
To provide a broader range of sporting activities for children to engage with beyond those provided within the National Curriculum for PE.	PE Lead to organise Staff to help lead and facilitate Children to engage in.	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Children having access to a range of different sporting opportunities to help engage them further with sport and physical activity.	£409 to support school sport week £108 Bikeability
Engage in the vast majority of inter-school competitions and ensure all children have an opportunity to represent a team and attend a competition during their	PE Lead to provide opportunities and encourage participation. Children to engage in. Staff to support by providing extra-curricular activities in line with the competition calendar form the local	Key indicator 5 – Increased participation in competitive sport.	The vast majority of children will have taken part in a competitive sporting event throughout the academic year.	£1169 transport £3,770 to support extra-curricular provision (Coaches).

time at school.	sports partnership.		The school will achieve at least gold in the School Games Mark – showing it's commitment to increased participation in competitive sport.	
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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>Provide CPD to staff in order to support the delivery of PE in school, particularly a notable impact on children exceeding/ PE mastery.</p> <p>To ensure that consideration is made for children working below the expected standard in PE and support is put in place within PE sessions to help them work towards their targets.</p> <p>To ensure PE resources are reviewed, maintained and used effectively across the school to support good teaching & learning.</p>	<p>Primary teachers (3 x ECT's) more confident to deliver effective PE.</p> <p>Continued strong teacher assessment of PE and physical development across school.</p> <p>96% ARE for KS1 & KS2 – July 2024 (94% - July 2023) 31% GDS for KS1 & KS2 – July 2024 (27% - July 2023) 86% of children achieved the physical development ELG – July 2024</p> <p>The school is well resourced, leading towards high quality PE lessons.</p>	<p>Another successful data set for PE across the school. During the Ofsted inspection (October 2023), PE was chosen as a deep dive subject. Feedback from this was very positive, 'sport is a big feature of school life.'</p> <p>Resources (tennis balls, bean bags, cricket resources) have been purchased this year. Not as much money has been spent on resources as per usual to enable costs of OPAL. Further investment in resources to take place next academic year.</p>
<p>To implement a more formal and structured set up at lunchtimes to increase active play and physical activity e.g. through the use of the OPAL initiative.</p> <p>To carry out the OPAL initiative as part of the school & Federation improvement plan for 2023/ 2024</p>	<p>There has been a significant increase in opportunities for children to be physically active during lunchtime.</p> <p>In addition to this there has also been a huge reduction in low-level behaviour concerns (e.g. tale telling, minor conflicts).</p>	<p>Feedback provided by lunchtime supervising staff and children. OPAL lunchtimes have been monitored by the Local Authority Education Advisor as part of the school's improvement plan. A governor representative has also carried out monitoring of lunchtimes.</p> <p>Further developments of this next academic year include</p> <ul style="list-style-type: none"> - A plan to utilize the school field all year round - Improve the physical area of the playground and school field (further resources and fundraising required)

<p>To provide a broader range of sporting activities for children to engage with beyond those provided within the National Curriculum for PE.</p>	<p>Children having access to a range of different sporting opportunities to help engage them further with sport and physical activity.</p> <p>These opportunities have included:</p> <ul style="list-style-type: none"> - Quidditch (quidditch after school club) - Boccia - Kurling - Archery - Skittles/ bowling - Frisbee/ Frisbee golf - Dodegball - Bench ball - Fitness challenges/ team challenges - Panathlon events 	<p>It has been another successful year for sporting opportunities in school. As always, we will continue to try and raise the profile of a wide range of activities beyond the National Curriculum to help engage all children.</p>
<p>Engage in the vast majority of inter-school competitions and ensure all children have an opportunity to represent a team and attend a competition during their time at school.</p>	<p>The vast majority of children have taken part in a competitive sporting event throughout the academic year.</p> <p>The inter-school Federation Sport's Day in KS2 (June 2024) enables all children to compete as well as the highly effective local sports partnership that we invest into each year and engage in the vast majority of competitions.</p> <p>The school has achieved Platinum in the School Games Mark – showing its commitment to increased participation in competitive sport.</p>	<p>Unfortunately, this year, we were unable to include our reception class in inter-school competitions.</p> <p>Plans are already in place to ensure they will be involved next academic 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?	100%	Our main challenge has been cost of transport to the local swimming pool. Fortunately, the PTA have supported parents and children by subsidizing this cost which has enabled swimming lessons to be affordable. Because we are a tiny school, we take the whole school swimming for the whole of the spring term each year. Consequently, by the time the children reach the end of Year 6, they are all competent and confident swimmers with most children being able to swim a length by the end of Year 2.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	100%	This is due to the children swimming for the spring term right from EYFS up until Year 6. Financially, it is challenging but we are supported by funds raised by the PTA.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>100%</p>	<p>See above.</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>No</p>	<p>See above – all children are able to swim due to swimming lessons each year. If children arrive at school unable to swim we would support additional lessons using the PE and sport premium.</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>No</p>	<p>Not for this academic year. However, the PE lead is a keen swimmer. He is considering undertaking additional training to help support lessons as he has noticed that the children who are less confident in the water really struggle with pool side instruction and coaching.</p>

Signed off by:

Executive Headteacher:	Mike White <i>Mr. M. White</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	Adam Firmin (Head of School) <i>Mrs. N. Raynes</i>
Governor:	Andrea Offord (Chair of Governors)
Date:	10/07/2024