



# The Primary PE and sport premium

Planning, reporting and evaluating website tool

2023-2024

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 (2022/23)

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

Activity/Action	Impact	Comments
<p><b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity - Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>	<p>Playground leaders using Pottermus challenge activity during playtimes and dinnertimes</p> <p>Staff using active lesson activities in class - increased opportunities for physical activity for all children throughout the day.</p> <p>Children being more active at home with parents using Active 60 home bags</p>	<p>Stoke City assembly encouraged children to be more active- introduction to the resources.</p> <p>Active at home packs were loaned out to families to use over weekends.</p>
	<p>Zoning of playground increasing physical activity and improving behaviour</p> <p>Children using high-quality equipment</p> <p>Children using high-quality equipment promoting development of gross motor skills and core strength in the EYF age phases</p> <p>UKS2 children leading activities on the playground at playtimes and dinnertimes</p> <p>All staff attended training and are encouraged to promote physical activity on the playground through leading activities, participation and encouragement</p>	<p>Range of skills being developed with the range of new playground equipment</p> <p>UKS2 children developing their leadership skills by supporting younger pupils with activities.</p> <p>Training session with staff and LTS about how to adapt equipment on the playground to engage pupils in team games etc...</p>

	Increased awareness of health recommendations with staff, pupils and parents	
<b>Key indicator 2:</b> The profile of PE and Sport being raised across the school as a tool for whole school improvement	<p>Increased interest and excitement surrounding new equipment and activities and visible enjoyment of sport and physical activity evidenced</p> <p>Increased opportunities for children to be physically active throughout the day Daily mile being used by all classes Active playtimes having positive impact on behaviour at playtimes, reduced incidents being dealt with in class, positive impact on the children's readiness to learn after playtimes and lunchtimes</p>	<p>Children engaging in a range of activities during lunchtimes with the range of equipment purchased. Developing new skills.</p> <p>Daily mile being used by year groups</p>
<b>Key indicator 3:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport	<p>Increased outcomes for pupils through improved pupils progress/ skill development/ enjoyment of lessons.</p> <p>Increased confidence and better subject leadership skills enabling the subject leader to lead professional learning for all staff.</p> <p>Subject leader more confident when undertaking lesson observations/team teaching - able to provide effective feedback and lead discussions.</p>	
<b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils	<p>The Cojo Character Curriculum develop skills, knowledge and understanding whilst building children's capacity to choose intelligently between decisions that contribute to their character development and specific learning. Building children's confidence: children with high self-esteem are better able to make difficult decisions under peer pressure, approach adults for support, and be self-sufficient in their learning</p> <p>Children develop resilience through many activities, being part of the team, performing challenges or having a leadership role.</p>	<p>COJO activities developed pupils perseverance and teamwork skills.</p> <p>Range of challenges set for pupils which otherwise wouldn't have encountered</p>

	<p>Promote and boosts club interests.</p> <p>Creates sport driven children who participate outside of school.</p> <p>Creates friendly competition between peers.</p>	
<p><b>Key indicator 5:</b> Increased participation in competitive sport</p>	<ul style="list-style-type: none"> <li>• Pupils developing and applying key life skills through their participation in PE and sport including trust, respect, teamwork and communication.</li> <li>• Sports Leaders ran intra school competitions during playtime activities and intra house competitions.</li> <li>• Increased number of pupils participating in competitive opportunities and reporting increased enjoyment in these.</li> </ul>	

## Key priorities and planning 2023-2024

This planning template will allow schools to accurately plan their spending.

<p><b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity - Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>
<p><b>Key indicator 2:</b> The profile of PE and Sport being raised across the school as a tool for whole school improvement</p>
<p><b>Key indicator 3:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>
<p><b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils</p>
<p><b>Key indicator 5:</b> Increased participation in competitive sport</p>

PE and Sport Premium funding allocation				£
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

Improve the outside environment for children at break and lunchtimes with new playground markings to encourage physical activity. A range of activities from jumping to aiming at a target to dancing.	All pupils	1,2,4	Pupils will be more engaged with physical activity during break and lunchtimes. The clearer markings will allow teachers to use them during PE sessions to improve children's basic skills.	£1530
Improve the outdoor provision at break and lunchtimes with new playground equipment to improve children's skills in running, throwing, catching.	All pupils	1, 2, 4	Pupils will be more engaged with physical activity during break and lunchtimes. Quality equipment allows pupils to develop their skills.	£3573.87
Introduce a sensory circuit to the school to allow pupils with SEND to access a physical activity daily. These pupils tend to struggle to participate in whole class sessions, so this provision allows them to have 30 minutes of activity daily.	SEND pupils	1	Targeted pupils will engage in the sensory circuit thus ensuring they are accessing regular physical activity. TAs to receive training on how to use the sensory circuit effectively.	£3957.99
Safety check on equipment.	All pupils	1	Equipment will be safe for pupils to use during their PE lessons.	£254.22
Subscription to PE planning.	All pupils	3	PE planning provides a clear, progressive scheme for teachers to access. The clear planning aids staff to plan their lessons ensuring that staff are supported to increase their skills and knowledge with PE.	£185
Continue to use Commando Jo coach during Summer Term to support children in building their resilience in activities and to introduce the childrne to a broader range of activities to be active in.	Y1-Y6 pupils	1, 2, 4	Children will learn the skills of teamwork, resilience, communication through completing activities with trained coach. School staff to support to gain expertise to continue the activities in the future.	£4833.34
<b>Total Spend</b>				<b>£14334.42</b>

## Key achievements 2023-24

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
<ul style="list-style-type: none"> <li>• Improve the outside environment for children at break and lunchtimes with new playground markings to encourage physical activity. A range of activities from jumping to aiming at a target to dancing.</li> <li>• Improve the outdoor provision at break and lunchtimes with new playground equipment to improve children's skills in running, throwing, catching.</li> <li>• Introduce a sensory circuit to the school to allow pupils with SEND to access a physical activity daily. These pupils tend to struggle to participate in whole class sessions, so this provision allows them to have 30 minutes of activity daily.</li> <li>• Safety check on equipment.</li> <li>• Subscription to PE planning.</li> <li>• Continue to use Commando Jo coach during Summer Term to support children in building their resilience in activities and to introduce the children to a broader range of activities to be active in.</li> </ul>	<ul style="list-style-type: none"> <li>• Markings have successfully aided PE lessons especially with athletics as there are clear jumping markers and with team sports as there is now a clear court.</li> <li>• The daily mile track is accessed daily by the majority of year groups as a sensory break. This also adds to the amount of physical activity being completed by pupils.</li> <li>• Pupils are enjoying the new equipment and staff are supporting pupils to use the equipment effectively at lunchtimes.</li> <li>• The sensory circuits have had a very positive impact in school. The pupils accessing the circuits are completing their 30 minutes of daily activity and the sessions are aiding the pupils to engage more in class.</li> <li>• PE planning is supporting staff effectively to plan a sequence of lessons</li> <li>• Commando Jo has allowed pupils to access a broader range of activities fortnightly.</li> </ul>	<ul style="list-style-type: none"> <li>• How can we sustain the use of the daily mile track?</li> <li>• Pupils still need further engagement at lunchtimes to aid the transition into the classroom at the end of lunch. How could we do this?</li> <li>• SENCO to continue to monitor the use of sensory circuits to ensure these are being accessed by SEND pupils</li> </ul>

# 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?	60%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	45%	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	60%	
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?	No	

Signed off by:

Head Teacher	Laura Lazenby
Subject Leader or the individual responsible for the Primary PE and sport premium:	Allyson Sinclair
Date:	22.11.24