



# 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
<ul style="list-style-type: none"> <li>Play leader and sports crew roles established.</li> </ul>	<ul style="list-style-type: none"> <li>Activity levels increased during lunchtimes. 30 active minutes wristbands handed out to reward children for being active.</li> </ul>	Continue to develop the playground environment and the play leader and sports crew roles.
<ul style="list-style-type: none"> <li>House system established.</li> </ul>	<ul style="list-style-type: none"> <li>Half termly tournaments mapped within the PE curriculum. Children to compete in houses and win house points that add up throughout the year, culminating in sports day. Children then have the chance to apply the skills they have learnt during their lessons.</li> </ul>	Children are proud to be part of their houses and tournaments will continue at home.
<ul style="list-style-type: none"> <li>New Get Set 4 PE scheme embedded.</li> </ul>	<ul style="list-style-type: none"> <li>All staff are enjoying using the scheme which provides clear progression of knowledge and skills.</li> </ul>	The PE pathway is well planned and provides progression and a broad coverage.

## 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>Develop pupils' leadership skills. Play leaders and Sports Crew to help run Sports day.</p> <p>Establish play leaders for the academic year. Initial training provided by the Sports Partnership. PE subject leader to meet with them regularly. Purchase equipment and storage for play leaders.</p>	<p>Year 5 and 6 pupils. PE Coordinator to manage.</p>	<p><b>Key indicator 1:</b> The engagement of all 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>Lunchtimes and playtimes are more active. Children are using the new equipment to enhance play and activity levels. Children are applying skills learnt in PE lessons to their lunchtime play. E.g. Y5/6 setting up their own basketball games following a basketball unit of work.</p> <p>Play leaders lead a variety of activities through the week that the younger children enjoy joining in with.</p> <p>All children took part in the run and understood the importance of why running is good for our health. Increased activity was promoted and shared with parents.</p>	<p>Playground equipment - £220</p> <p>Equipment to support PE lessons - £548</p>
<p>All children to participate in a Santa dash.</p>	<p>All children and staff.</p>			
<p>Sports crew to give out 30 active minutes wristbands to all children being active at lunchtimes. Children to log when they get a wristband on class</p>	<p>Year 6 pupils. PE Coordinator to manage.</p>			

<p>activity charts.</p> <p>All classes to participate in 30second blasts (sensory circuits) of activity throughout the school day to improve concentration.</p> <p>Monthly home challenges to be added to the school newsletter to encourage children to be more active at home.</p> <p>PE section of the website to have links to videos to increase activity levels at home.</p>	<p>All staff.</p> <p>PE Coordinator to map out for the year, Head teacher to add to the newsletter.</p> <p>PE Coordinator</p>		<p>The children can now talk about what they have done to be active and how long they need to try to be active for.</p> <p>30 seconds blasts and sensory circuits have proven to help regulate children with SEND and increase engagement in lessons.</p> <p>Monthly home challenges have been added to the newsletter to encourage children to be more active at home and to share the importance of daily activity with parents.</p> <p>Parents are signposted to the PE section of the website to enable them to use links to enhance physical activity levels at home.</p>	
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<p>Ensure parents are regularly informed of what PE and school sport we are doing in school by updating the PE section on the website.</p> <p>Continue to retain Gold School Games mark.</p> <p>Establish a sports crew to raise the profile of PE in the school and assist with organising events. Sports crew to do a whole school assembly.</p> <p>Establish wellbeing champions who meet regularly and are involved in the planning of many events throughout the year.</p> <p>KS1 and KS2 year groups to participate in House tournaments per year (Intra). Children receive house points for inter tournaments and sports</p>	<p>All class teachers and PE Coordinator to lead.</p> <p>PE Coordinator</p> <p>Sports crew and PE Coordinator</p> <p>NH</p> <p>Class teachers to complete tournament sheet and pass to PE Coordinator.</p>	<p><b>Key Indicator 2:</b>The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <p><b>Key indicator 5:</b> Increased participation in competitive sport</p> <p><b>Key Indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>PE website up to date and has links to resources that can be used to support achieving active 30 minutes at home.</p> <p>School Games Mark Gold achieved for the second year in a row.</p> <p>Sports Crew have helped to raise the profile of PE. They led a whole school assembly promoting increased activity and explained their role. They created a newsletter that was shared with parents. Children in the school are aware of who is in the Sports Crew and their role within school. This model will be continued next year with a new cohort of children.</p> <p>Wellbeing champions have organised various events throughout the year, culminating in a whole school wellbeing day.</p> <p>All classes have participated in House tournaments at the end of units of work. They allow children to demonstrate skills they have learnt in a competitive manner.</p>	
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<p>day.</p> <p>PE subject leader to have weekly management time to develop PE.</p> <p>Paul Sturgess (tallest man in Britain and tallest basketball player in the world) to visit school to teach basketball skills and diversity.</p> <p>Worcester Warriors to provide lessons to Y1/2 and Y3/4. Also providing CPD for staff.</p> <p>Staff member to attend Swimming CPD to help support school swimming lessons.</p>	<p>PE Coordinator</p> <p>PE Coordinator</p> <p>BW and DF</p> <p>BW</p>	<p><b>Key indicator 3:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>PE Subject Leader has used weekly management time to redesign the curriculum pathway, meet and organise Sports Crew and Play Leaders, increase activity levels, purchase new equipment, liaise with Sports coaches and arrange extra-curricular clubs.</p> <p>Paul Sturgess led a whole class assembly and basketball sessions with each class. All children were very enthusiastic and loved the day. Paul focused on inspiring children to overcome their differences as he is the World's tallest basketball player. Parents then asked to be signposted to external basketball clubs and some children have joined.</p> <p>Y1/2 and Y3/4 enjoyed rugby sessions and developed their skills.</p> <p>Y3/4 teacher developed swimming knowledge to enhance swimming lessons.</p>	<p>Cost of management time for PE Coordinator - £1832.41</p> <p>Paul Sturgess £350</p>
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<p>Enrich orienteering resources purchased and whole school CPD.</p>	<p>All teaching staff</p>		<p>OAA is on the curriculum map for every year group, but staff felt this is an area that they felt less confident with. Enrich created whole school maps to be used in OAA lessons. All teachers participated in staff training by Enrich and are now implementing the resources within their OAA lessons.</p>	<p>Enrich OAA resources - £1000</p>	
<p>To promote links with new sports coaches and clubs – Worcester Warriors, basketball, Ombersley tennis club.</p>	<p>PE Coordinator and Business Manager</p>	<p><b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils</p>	<p>Club participation has been monitored closely by the PE Coordinator. Parents were sent a questionnaire to ask their opinion on what extra-curricular sports clubs they would like. Trampolining club was very popular and fully subscribed so was continued for another half term.</p>		
<p>Engage with parents and children to find out what extra-curricular clubs they would like to try and increase participation.</p>	<p>PE Coordinator and Business Manager</p>				
<p>Provide a greater variety of after-school clubs (trampolining) to increase participation.</p>	<p>PE Coordinator and Business Manager</p>				
<p>Forest School session rolled out across the school.</p>	<p>Organised by Forest School teacher</p>			<p>All children accessed forest school sessions for a half term throughout the year. Children have loved the sessions and we will continue with this format next year. A new shed was purchased for storage of tools and resources.</p>	<p>Cost of forest school storage - £2000 Release time for forest school teacher to teach all year groups forest school sessions - £4092</p>
<p>Free All Stars cricket taster day for all classes.</p>	<p>PE Coordinator</p>				



<p>Chance to shine cricket coaching for Y1/2 and Y5/6</p> <p>Ensure all year groups attend at least one competitive event during the year.</p> <p>Participate in range of Sport Partnership school games events (Inter)</p> <p>Children attended swimming gala, gymnastics festival, cross country, cricket festival, tennis.</p> <p>Hold a School Games day/Sports day in the Summer term.</p> <p>Sports coaches for Reception and Y5/6</p>	<p>PE Coordinator to arrange.</p> <p>PE Coordinator to map out event calendar. Class teachers to arrange events.</p> <p>PE Coordinator to arrange.</p>	<p><b>Key indicator 5:</b> Increased participation in competitive sport</p>	<p>All children participated in the All Stars Cricket sessions and some have signed up for All Stars as a result. This led into the children attending a cricket festival where they could demonstrate their skills.</p> <p>Children’s vocabulary and skills developed over the cricket sessions, they retained knowledge well. Some children have shown an interest in joining external cricket clubs.</p> <p>All classes have attended competitive events – cross country, tennis, cricket, swimming gala, gymnastics festival, bell-boating, multi-skills. Children are very positive about their experience.</p> <p>All children participated in Sports Day in their Houses.</p> <p>Reception and Y5/6 had a term of coaching by Kits Academy. Coaches provided CPD whilst following the Get Set 4 PE planning to ensure</p>	<p>Chance to shine cost - £612</p> <p>Sports partnership - £2176.20</p> <p>Swimming gala - £40</p> <p>Transport to events - £1363</p> <p>Cost of new equipment sports day - £100</p> <p>10 weeks of coaching - £850</p>
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			continuity.	Total spend - £15163.61
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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
Forest school sessions rolled out across all year groups.	All children have enjoyed accessing the forest school sessions and gained a lot from the experience.	Continue with forest school session.
Greater variety of after school clubs.	Club numbers have increased this year as a greater variety of clubs have been offered.	Continue to find a variety of after school clubs and monitor engagement closely, liaising with parents.
Enrich OAA resources purchased and CPD.	Staff are more confident in delivering OAA, and the resources provide opportunities for many cross-curricular links.	Further develop OAA lessons going forwards.
Paul Sturges basketball day.	Children are still talking about the day, months later. Children are regularly playing basketball at break and lunchtimes and some have started at external basketball clubs.	Paul Sturges to return in 2 years when cohorts have changed for another day, as it was so beneficial.

## 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?	69%	Small cohort, therefore each child is a large percentage. 4 children not meeting standard – one GRT, 3 SEND.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	62%	Small cohort, therefore each child is a large percentage. 4 children not meeting standard – one GRT, 3 SEND.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>69%</p>	<p><i>Use this text box to give further context behind the percentage.</i></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><b>Yes/No</b></p>	<p>As a school we provide swimming lessons in Years 3 and 4, and then the whole of Years 5 and 6 access swimming in the Summer term, rather than just taking a smaller top-up group.</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><b>Yes/No</b></p>	<p>The Year 3/4 class teacher attended swimming CPD this academic year.</p>

Signed off by:

Head Teacher:	<i>Catherine Brogan (Acting Headteacher)</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Danielle Field (PE Leader)</i>
Governor:	<i>Pinky Jain (Chair of Governors)</i>
Date:	17/07/2024