



The Primary PE and sport premium

Planning, reporting and evaluating website tool

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

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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.

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


Activity/Action	Impact	Comments
Forest school	The outdoor learning and forest school opportunities that were offered to the younger children in school were so successful that we have decided to roll this out to the older children/ nurture group and to train a staff member to give sustainability to this vital SEMH resource.	

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>Commando Joe's scheme to be re-purchased and staff to teach regular lessons using the plans and equipment provided.</p>	<p>All children and staff</p>	<p>Key indicator 1: 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>Pupils are showing increased resilience and ability to work as a team- Updated CPD for all staff to ensure sustainability.</p>	<p>£1,800</p>
<p>Additional member of staff to be trained to run FRIENDS programme within school and new workbooks to be purchased.</p>	<p>Children who are struggling with SEMH needs.</p>	<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>More children to be given mental health intervention and the profile of positive mental health promoted for the whole school.</p>	<p>£292</p>
<p>Outdoor/ active learning to be targeted for children who are less engaged in physical activity and/ or children who have SEMH needs.</p>	<p>Less active, less engaged, children with SEMH needs.</p>	<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Children are more engaged in learning and more active across the day. Energy levels are increasing and behaviours linked to mental health issues are decreasing.</p>	<p>£1,393.06</p>
<p>Healthy Lifestyles Week to be promoted and valued highly by staff, children and parents with a variety of activities to promote</p>	<p>All children and their families.</p>	<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Children engaged and motivated. Opportunities for accessing club outside of school promoted and more children attending these. After school clubs</p>	<p>£25</p>

<p>sport, inspire and engage pupils for the future.</p> <p>Children to engage in a wider variety of sports and staff to develop skills for teaching sports confidently using coaches and specialists.</p> <p>Pupils to have the opportunity to engage in outdoor adventure where they wouldn't normally get the opportunity e.g. Thurston/ Forest School/ Beach school.</p> <p>Pupils to participate in new physical activities and links to outside clubs.</p> <p>Staff will organise competitive and non competitive events for pupils along with the transport needed to get there.</p>	<p>All children and teaching staff</p> <p>Year 6 pupils including SEND and FSM</p> <p>All children</p> <p>All children</p> <p>Year 4, 5 and 6 pupils.</p>	<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <p>Key indicator 5: Increased participation in competitive sport</p>	<p>are being attended by a wider range of children now.</p> <p>Improvement in confidence of children and staff. Staff to support each other in teaching specific sports for sustainability.</p> <p>Increased confidence, social skills and engagement in physical activities.</p> <p>Increased confidence, social skills and engagement in physical activities.</p> <p>Children enjoy competing and representing their school.</p> <p>Children enjoy competing</p>	<p>£2,680</p> <p>£6152.79</p> <p>£1022</p> <p>£4385</p>
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Select Yr 4,5,6 pupils to participate in ST FA central venue football league.		Key indicator 5: Increased participation in competitive sport	and representing their school.	£189.96
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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>Outdoor/ active learning to be targeted for children who are less engaged in physical activity and/ or children who have SEMH needs.</p> <p>Pupils to participate in new physical activities and links to outside clubs.</p>	<p>Providing our vulnerable and our less active pupils the opportunity to learn in an outdoor environment in a physical way had a significant impact on them. Not only on their mental health but also their behaviour and attitudes towards learning. It is something that has been implemented in our school setting through the training of a member of staff in Forest school. This will give us sustainability and hopefully continue to impact children in the future.</p> <p>Our after school club offer continues to be successful in engaging our children and this can be seen in the numbers of children currently taking part. We have also seen an increase in the number of pupils attending clubs outside of school and the numbers of SEND pupils accessing clubs within school.</p>	

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> Relative to local challenges
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	67%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	78%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>67%</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>Not currently providing top up sessions.</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>

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Signed off by:

Head Teacher:	E. Cook
Subject Leader or the individual responsible for the Primary PE and sport premium:	V. Thompson
Governor:	L. Baty
Date:	10/6/24

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