



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
Year 5 Top up swimming	All of the previous Y5 cohort have had the opportunity to develop their swimming skills and water safety. 2021/ 2022 cohort swimming data: 62% of pupils are competent over at least 25m 55% can use a range of strokes 53% can perform safe self-rescue in water-based situations	The data does highlight how important it is pupils have the opportunity to further develop their swimming ability/ confidence.
School Games Gold Award	Throughout the year, different targeted groups have had the opportunity to participate and represent their school in noncompetitive activities, SEND/ PP groups, transition and B teams. Thus, allowing more pupils representing school over the course of the year.	Fantastic to achieve the Gold Award last year and we hope to continue this next year.
Transport	We enter a range of local, county and national sporting competitions to compete against other schools in a range of sports and activities. Pupils enjoy being part of a team and having the opportunity to represent their school.	Transport costs continue to be the biggest portion of our PE funding. We value pupils having the opportunity to represent their school in a competitive environment. Promoting fair play, sportsmanship and being a good team mate.
PE TA support staff	Having an additional member of staff largely timetabled to PE has benefitted the department and pupils who need the support most.	Supporting lessons/ working with individuals and targeted groups/ refereeing/ extra-curricular activities/ supporting sports events.

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>CPD supporting PE apprentice with his training.</p>	<p>PE Teacher Assistant apprentice. Pupils/ small groups who require additional support in their PE and Games lessons.</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport/ supporting the delivery of extra-curricular activities.</p>	<p>The TA is confident to deliver activities and support pupils during lessons. Support PE dept with extra activities during break times and afterschool.</p> <p>PE Dept have supported TA with his training.</p>	<p>£5000 Teacher Assistant salary.</p>
<p>Daily lunchtime sport sessions/activities for pupils.</p> <p>After school club opportunities for all pupils.</p> <p>Train Y6 Play Leaders to deliver Y5 activities</p> <p>The PE Dept provide spare kit to help remove barriers.</p>	<p>Y6 Play Leaders delivering activities for Y5 during break and lunch times.</p> <p>PE staff running lunch and after school clubs throughout the year for pupils.</p> <p>An external coach supports the Extra Curricular programme on Monday afternoons after school.</p>	<p>Key indicator 2: The engagement of all pupils in regular physical activity.</p>	<p>All Y5 pupils have had the opportunity to participate in yard and field games throughout the year. Y5s are enthusiastic about becoming a Play Leader next year.</p> <p>Lunch time clubs are well attended.</p> <p>All pupils are offered spare PE when they have forgot or misplaced their kit.</p> <p>The Monday school club is a Multi Sports club which has been well attended throughout the year.</p>	<p>£200 Sports equipment</p> <p>£1000 costs for additional coaching to support after school sessions.</p>

<p>Transition activities</p>	<p>Y4 PE transition day for all of our First School pupils during Summer 1.</p> <p>A targeted group of Y4 pupils have been invited during Autumn 2.</p> <p>Y8 pupils identified to attend several mini transition activities during the Summer term to support their transition to high school.</p>	<p>Key indicator 3: The profile of PE and Sport is raised across the school as a tool for whole school improvement</p>	<p>Allowing all pupils to access a range of sports and physical activities that the school offers. Boys and girls have the same opportunities.</p> <p>Y8 Sports Leaders continue to support:</p> <p>House Sports activities Highfield Sports Days First School transition and Sports day events</p>	<p>£500 (transports/ PE equipment)</p>
<p>House activities</p>	<p>Y8 Sports Leaders trained and selected to support House activities for all pupils throughout the school year.</p>			
<p>Inclusive curriculum</p>	<p>Boys and girls have access to the following activities on the PE Curriculum: Football/ Netball/ Flag football/ Marathon Kids/ Cricket/ Badminton/ Tag Rugby/ Rugby/ Fitness/ Athletics/ Hockey/ Lacrosse/ Tchouckball/ Gymnastics/ Basketball</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>		<p>£1600 for Sports equipment (replace/ replenish)</p>
<p>Y5 Top up Swimming</p>	<p>All Y5 pupils receive 9 swimming top up sessions during the academic year.</p>		<p>All KS2 pupils have had the opportunity to learn how to swim or develop their swimming as well as the importance of water safety</p>	<p>£3100 Swimming tuition fees</p>
<p>Inter school Sport: Providing opportunities for pupils to represent their school in local and regional fixtures/ competitions.</p>	<p>Pupils participating and representing Highfield in different sports and events including league/ cup fixtures, tournaments, Athletics and Cross Country meets and organized School Games competitions</p>	<p>Key indicator 5: Increased participation in competitive sport.</p>	<p>Entering local, county and national football competitions for each year group. KS2 & KS3 Girls Netball fixtures, KS2 & KS3 Cricket festivals Highfield were represented in the area Cross Country and Athletics.</p>	<p>£6500 Travel costs £300 affiliation fees</p>

School Games participation	Entering activities aimed to target different groups of pupils including SEND, PP, transition and sporting ability groups.		Achieving the Gold Award this year. Providing opportunities for all pupils to stay active. Different groups of pupils have had the opportunity to represent their school this year.	
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Total allocated for 2023/24: £18,000
Total spent: £18,000

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
Ten Pin bowling activity targeting SEND and PP groups	<p>Pupils enjoyed the opportunity to represent Highfield for the first time and participate in a new activity.</p> <p>Pupils have developed confidence, social and communication skills by interacting with pupils from Ovingham Middle School.</p>	<p>A successful event which we hope to run next year. Pupil feedback has been positive. They have enjoyed doing something new and meeting new people. This event was a School Games even and has been more cost effective working with Ovingham MS allowing more pupils to participate.</p>
Year 6 Play Leaders	<p>Year 5 have had daily sports activities ran by the Y6 Play Leaders throughout the year. Not only has it kept Y5 active during their break times, it has a positive impact on their behaviour.</p>	<p>A valuable group of pupils who give up their time to support Y5. The current Y5 are keen on becoming a Play Leader next year which is fantastic.</p>
KS2 Active Memories at Alnwick Garden	<p>Some of our pupils have had the opportunity to participate in none competitive activities to develop their team building and resilience skills. The activities included Archery, team building exercises, Boccia and a Labyrinth Scavenger hunt.</p>	<p>It is fantastic we are able to offer a range of activities other than those taught on the PE Curriculum.</p>
Sporting success	<p>Pupils really enjoy representing their school, always asking when the next match or fixture is happening. It is important pupils strive to be a part of a team at Highfield.</p>	<p>It is important we don't just measure success by winning and losing. Representing your school, being part of a team and having the opportunity to be a good sports person. Exposing pupils to competitive sport and learning how to deal with success and failure makes them a more resilient pupil.</p>
Inclusive broad curriculum	<p>We continue to offer a Gender inclusive curriculum offering a variety of different sports and activities for all. Pupils enjoy thriving in sports of interest and the challenge of trying something new.</p>	<p>It has been a difficult year with regards to the prolonged weather disruption during the winter months. It has had an impact on the delivery of the curriculum because the field and yard haven't been available for long periods. We have adapted lessons indoors to continue to create a positive experience in PE.</p>
PE staffing	<p>During the last 12-18 months pupils have benefitted from the support of a TA apprentice in PE. He is a competent member of staff who engages with all pupils and supports those who need it most.</p>	<p>Although he is valuable member of the PE team, he supports pupils throughout school across all aspects of the curriculum.</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?	71.2%	<i>All pupils have had a block of 9 weekly top up swimming sessions in Y5 at our local swimming.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	44.2%	<i>Most pupils who swim 25m can swim on their back and can only swim 10-15m on their front.</i> <i>44.2% can swim 2 strokes effectively.</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>74%</p>	<p><i>Our school is located near a river and water safety as been an important part of the curriculum this year.</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>Yes</p>	<p><i>We choose to use the sports premium to provide top up sessions for the Y5 cohort. Historically our data suggests that top up swimming is required to further develop our pupils swimming and self-safe rescue.</i></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><i>We are fortunate enough to have 3 swimming teachers to support every swimming lesson.</i></p>

Signed off by:

Head Teacher:	<i>Richard Oades</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Dan Boddy</i>
Governor:	<i>(Name and Role)</i>
Date:	<i>July 2024</i>