

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.

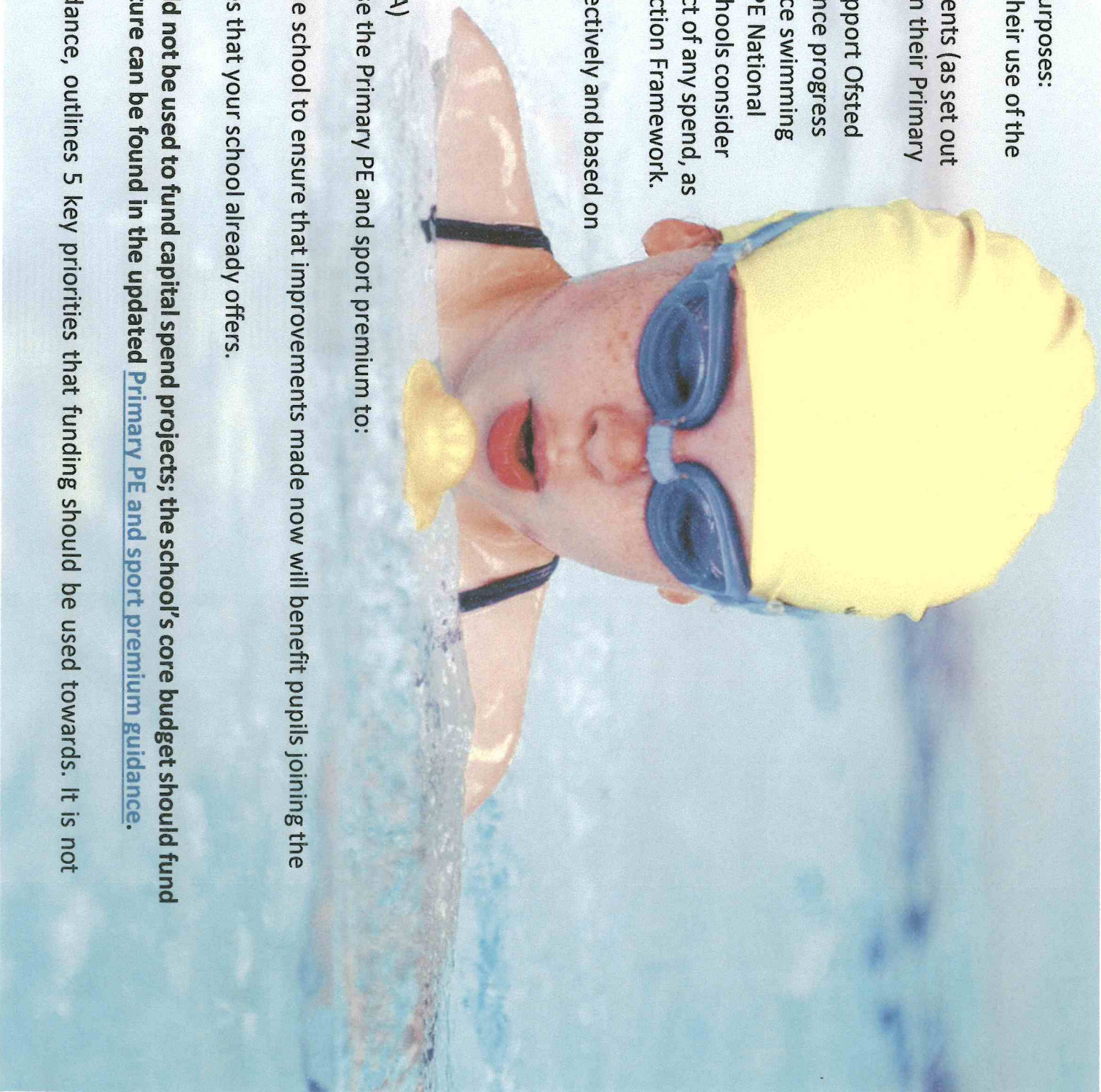
It is important that your grant is used effectively and based on school need.

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"> All children to complete the Daily Mile during their allocated slot each day Active lunchtimes and active lessons, including orienteering and a promotion of outdoor learning where appropriate Introduction of a Smooga which is utilised at breaktimes to ensure they are more active, access to additional exercise equipment Access to exercise equipment, a trim trail and outdoor classroom to promote exercise, balance and agility during break and lunch 1:1 children starting to use their brain break time to take part in a physically active game or activity A range of after school clubs and competitions on offer The increase in school competitions entered throughout the year with many children having the opportunity to represent the school 	<ul style="list-style-type: none"> Increased activity lessons and participation in sporting activities during lunchtimes Children are enthusiastic and enjoy taking part in the Daily Mile, this is evident through pupil voice Children were fully prepared for the 2 'fun runs' we had this year, which both had great participation Children have learnt new sports and built on skills through active lunchtime explorer sessions Great participation in after school clubs and competitions throughout the year Increased participation in girls' football which saw us finishing the year with a competitive intra-school match with parent spectators 102 children have represented the school over the year 	<ul style="list-style-type: none"> As noted by teachers and children, more lessons are active and if this isn't the case, children are still getting consistent access to active break and lunchtimes and the daily mile. This needs to remain consistent across all year groups for the next academic year. A range of CPD has been accessed throughout the year, but now needs to be implemented and put to good use. Increased participation across both genders, PP and SEND in extra-curricular sports and competitions. Focus now needs to switch to more participation across the year groups.

<ul style="list-style-type: none"> • Intra-school sport has also taken place throughout the year, including a girls' football match following the legacy of the Lionesses • After school clubs have been running throughout the school year and have provided children with a range of different sports to try • Ensuring that every child completes the Daily Mile and every class takes part in retrieval orienteering on a regular basis to raise the profile of physical activity in everyday lives • Sports ambassadors, who received sports leader training, have been used to promote sport and active lunchtimes • Gymnastics, yoga, Big Moves, Basketball CPD • Quality Assurance has been carried out by the PE lead to monitor the quality and effectiveness of the PE • We have been active members of HBSPAN this year and have taken part in a number of different competitive sports across year 4, 5 and 6 • We have established a brand-new girls' football team and have had a number of competitive opportunities for girls throughout the year 	<ul style="list-style-type: none"> • 19 SEND children have competed for the school • 20 PP children have competed for school • Gold School Games Mark awarded • 2 race winners at Area Sports • Children qualified for the Cross-Country County Finals • Won the Boccia Tournament • Won the football League • 102 children have represented the school over the year • 19 SEND children have competed for the school • 20 PP children have competed for school 	
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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
Deliver interventions that have an impact on all children	Teaching staff and support staff who will receive the CPD Groups of pupils who will benefit from the impact the interventions have had	Key indicator 1 – Increased confidence, knowledge and skills of all staff in teaching PE and sport.	Positive interventions outcomes where clear progress is shown Impact on concentration levels during lessons.	<i>£4350 on PE specialist staff member to plan, deliver and measure the impact of interventions</i>
Continue to develop children's understanding of 30 active minutes of exercise per day	Lunchtime staff, teaching staff and support staff as they will need to promote and lead the activity Pupils – they will be the ones taking part	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.	Increase in the number of pupils meeting their daily physical activity goal and more pupils taking part in sporting activities both inside and outside of school.	<i>£4350 on PE specialist staff member to plan and deliver daily explorer sessions</i>
Pupils to continue to value sport and physical activity in their lives and continue sport in the future	Teaching staff and specialist support staff who will need to promote the activities Pupils – they will be the ones taking part	Key indicator 3 – The Profile of PESSPA being raised across the school as a tool for whole school improvement.	By signposting pupils towards extracurricular clubs in school. By signposting children towards clubs outside of school.	<i>£3500 on CPD for staff</i>
Children will be given the opportunity to trial	PE lead and specialist PE learning support assistant who will facilitate	Key indicator 4 – Broader experience of a range of sports and activities	Children will have a wider experience of non-	<i>£4000 on opportunities to try new sports</i>

<p>a range of new sports</p> <p>Increased participation in competitive sport across all Year groups</p>	<p>the new sports</p> <p>Pupils who will have the opportunity to try new activities and sports</p> <p>PE lead and specialist PE learning support assistant who will decide which competitions to enter and select children</p> <p>Pupils who will have the opportunity to represent the school</p>	<p>offered to all pupils</p> <p>Key indicator 5 – Increased participation in competitive sport</p>	<p>traditional sports to help inspire them for the future.</p> <p>A clear increase in participation numbers for competitive sport</p> <p>A range of different year groups taking part in competitive sport</p>	<p><i>E2087.50 on HBSSPAN membership to take part in competitions</i></p>
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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>Increased confidence, knowledge and skills of all staff in teaching PE and sport:</p> <ul style="list-style-type: none"> Set up of Big Moves intervention which is now running everyday across all year groups Introduction and CPD completed on Sensory Resets for all staff. Sensory Resets available throughout the day for any children who need additional regulation time Quality assurance of PE completed with opportunities to gather both teacher and pupil voice, whilst also looking at the delivery of PE lessons and the quality of physical activity provided throughout the rest of the school day <p><i>(Key Indicator 1)</i></p>	<p>Progress has been made in a number of children taking part in the intervention, with many of them now able to complete more of the moves.</p> <p>This has reduced the amount of triage calls for dysregulated behaviour and children are showing a readiness to learn. This has had a big impact on class teachers and children as they are being provided with the opportunity to regulate themselves, whilst receiving sensory feedback to cater for their needs.</p>	<p>It has been a great start to this intervention, which now needs to continue into next academic year. Year 3 need to complete the baseline at the start of the year, with any other children who are a concern being picked up from other year groups and baselined.</p> <p>The impact needs to continue to be monitored and measured next academic year, with any new staff receiving the training.</p>
<p>Continue to develop children's understanding of 30 active minutes of exercise per day:</p> <ul style="list-style-type: none"> Promotion of afterschool clubs Physical activity at break and lunchtimes (supported by sports ambassadors) 12 week Energise club for children in year 3, 4 and 5 Daily mile completed by all children Big Moves and sensory resets <p><i>(Key Indicator 2)</i></p>	<p>Energise club was accessed by children in 3, 4 and 5, with an emphasis on a healthy diet and lifestyle and how to ensure physical activity is woven into their day. Children expressed that they really enjoyed the sessions and had learnt a lot about active lifestyles.</p> <p>The introduction of Big Moves as an intervention across the school has helped to promote extra active minutes amongst those children that sometimes struggle with their movement and may be more sedentary.</p>	<p>Next academic year, we need to continue to look into additional clubs and programmes that promote physical activity, whilst continuing both Big Moves and sensory resets.</p>

<p>The Profile of PESSPA being raised across the school as a tool for whole school improvement:</p> <ul style="list-style-type: none"> • Termly celebration assemblies to celebrate sporting achievements • Equipment available to be used outside during break time and lunch time • Intra-school competitions held regularly • Attendance at an Inclusive School Games event earlier in the year • Explorer sessions at lunchtime have included a range of new sporting opportunities for our children • Whole school inclusive sports day, in a round robin format with activities that everyone can take part in • Whole school colour and water dash, with the water dash being open to families too • Daily mile completed by all children each day • Sports Ambassador Crew established and tasked to lead activities at break and lunchtime • House Captains utilized around school to promote intra-school sport and drive physical wellness through wellness challenges • Whole School Bounce Beyond session to 	<p>Sensory resets have had a brilliant impact on children being lesson ready and have ensured that children who are dysregulated are using their time actively before returning to class. This has reduced the number of children completing sedentary activities and in turn ensured that they are returning to lessons regulated.</p> <p>Children have responded well to increased intra-sport competitions throughout the year, with house points awarded accordingly.</p> <p>Children have enjoyed the sports explorer sessions, with many of them commenting on how they have had the opportunity to try different sports. Some children have attended extra-curricular clubs as a result of this. When surveyed, across all year groups and mixtures of abilities, 94% of children scored their sports explorer sessions as good or excellent.</p> <p>Bounce Beyond session was well received from both children and staff, with a pupil commenting that it was <i>"such a fun and enjoyable session with great music, I didn't realise it was exercise until I was really out of breath at the end of it"</i>.</p> <p>External feedback collated from Strong Girls Can workshops:</p> <p>Did you enjoy the session? Yes = 100 %</p> <p>Do you have a better understanding of yourself following the sessions?</p>	<p>We need to ensure that this provision continues next year and review the activities available in explorers and during after-school clubs.</p> <p>The Sports Ambassador Crew were really effective this year and need to have more opportunities next year for leadership.</p> <p>Moving forward we need to look at additional opportunities for whole school events which promote physical activity.</p> <p>Extra-curricular clubs have been successful, but moving forward to increase numbers further we will be looking at the clubs on offer and using student voice to ascertain which clubs they enjoy the most. This will hopefully increase the number of children taking part in extra-curricular sport.</p>
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<p>promote physical activity, which included a 30-minute active session for all children</p> <ul style="list-style-type: none"> Year 6 girls attended a Strong Girls Can workshop to promote empowering and inspiring female role models Children taking part in a range of different extra-curricular sports clubs <p><i>(Key Indicator 3)</i></p>	<p>Yes = 87% No = 6.5% (1 response) Unsure = 6.5% (1 response)</p> <p>There has been an increase in children taking part in physical activity during extra-curricular clubs and an increase in participation in organised Smooga games at break and lunchtimes. 126 pupils have attended extra-curricular sports clubs.</p>	<p>Giving our lower key stage 2 children broader experiences of sport was a focus this year and something which needs to continue to be a focus next academic year too.</p> <p>We would like to explore the opportunities for additional inspirational speakers and athletes to visit the school to broaden our children's understanding of sport.</p>
<p>Broader experience of a range of sports and activities offered to all pupils:</p> <ul style="list-style-type: none"> Whole School Bounce Beyond session to promote physical activity, which included a 30-minute active session for all children Attendance at an Inclusive School Games event earlier in the year where children had the opportunity to participate in sports such as 'Drumba' whilst also listening to a para-athlete Explorer sessions at lunchtime have included a range of new sporting opportunities for our children, including inclusive sports such as boccia, new age kurling and blind football Whole school inclusive sports day, in a round robin format with activities that everyone can take part in Year 6 girls attended a Strong Girls Can workshop to promote empowering and inspiring female role models <p><i>(Key Indicator 4)</i></p>	<p>Great feedback from the Inclusive School Games event at the start of the year, where we were able to take a group of year 3 children to broaden their experience of sport and physical activity.</p> <p>Bounce Beyond and sessions such as Drumba provided children with wider experiences which they wouldn't normally get.</p> <p>Children were inspired by the inspirational para-athlete talk and as a result, we included blind football into our explorer sessions.</p>	

<p>Increased participation in competitive sport:</p> <ul style="list-style-type: none"> ● Continued membership with HBSSPAN and competed in a number of inter-school competitions such as: <ul style="list-style-type: none"> - Football leagues - Football tournaments - Boccia - Inclusive sporting festival - Cross country - Dodgeball - Area Sports ● Intra-school sporting opportunities throughout the school year for all pupils <p><i>(Key Indicator 5)</i></p>	<p>Across all year groups children have had the opportunity to take part in competitive sport, with year 3 being a focus for us this year.</p> <p>Intra-sport competitions are extremely popular, with many asking for an increase in the number of these next year. The Sports Ambassadors have also had the opportunity to run their own competitive sporting events at break and lunchtimes.</p> <p>Success again at Area Sports, with one of our children winning their race category overall.</p> <p>Increase in the number of children attending the cross country meets, with improved numbers across all year groups.</p> <p>Girls' football team progressed through at their local school level and then performed well in the County Finals tournament, narrowly missing out during the final. This shows how far our girls' football team has come in the last 2 years.</p> <p>78 children have represented school across the academic year.</p>	<p>Continue to offer increased opportunities for all year groups next year, with an emphasis again on the lower key stage 2 pupils.</p> <p>We need a bigger focus on the range of different children who have had the opportunity to compete for school, with the aim of as many children as possible having competed for the school by the time they leave year 6.</p> <p>Intra-school sport competitions need to continue to be delivered during PE lessons and as an additional year group/whole school opportunities.</p> <p>Girls' football team needs to continue to be established, whilst exploring other opportunities to increase the participation of girls in competitive sport.</p>
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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?	39%	As a junior school, our children come to school with no key stage 1 swimming experience and many of them with little swimming experience outside of school. This means that our starting point is low, with over half of our intake starting off as non-swimmers. Due to availability at our local pool and the distance we are from our local leisure centre, it is a challenge to provide lengthy swimming slots.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	35%	As mentioned above, the majority of our children's starting point is low and emphasis is therefore placed on water confidence, water safety and the basics of front crawl and backstroke.
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	100%	Water safety is taught in the classroom at the start of each swimming unit, with a big emphasis then placed on self-rescue across all groups when at the pool. All children are aware of what to do if they get into difficulty in a range of different water settings and basic self-rescue is practiced at all levels, even if this is in shallower water.

<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>Unfortunately, it was not possible to complete additional top up swimming with this particular cohort, due to limited time following COVID catch up swimming and limited pool availability at our local leisure centre.</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>Yes</p>	<p>2 members of staff have attended updated swimming training through the Institute of Swimming, with classroom teachers teaching water safety prior to swimming lessons being updated on any changes and provided with a series of water safety lessons.</p>

Signed off by:

Head Teacher:	<u>PS</u>
Subject Leader or the individual responsible for the Primary PE and sport premium:	OLIVIA RUDLAND - PE LEAD O. Rudland
Governor:	Pauline Clements
Date:	03/07/2024