

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
Increased capacity to store PE equipment indoors	Enhanced accessibility and organization of sports equipment.	A thorough assessment of current storage facilities and equipment organization was recommended to identify inefficiencies and implement space-saving solutions for improved efficiency.
Enabled safe climbing for children with sensory needs.	Fostered physical development and inclusivity through safe climbing.	The mobility of the climbing equipment around the school enhanced accessibility for a broader range of children, contributing to a more inclusive physical education environment.
Increased fine motor activities for EYFS	Boosted fine motor activities, preparing children for academic success.	Conducted an assessment of current fine motor development in EYFS to establish a baseline, identify areas for improvement, and planned targeted interventions.
Improved sensory circuit movement across the school	Enhanced sensory processing, focus, and well-being.	Evaluated current sensory circuit programs, gathered input for improvements, and provided staff training to optimize the impact of sensory circuit activities. This work needs to continue.

Supported teaching of PE using a sequenced learning.	Enhanced skill development and overall physical development.	Provided professional development for PE teachers to effectively implement the sequenced learning scheme, ensuring successful integration into the school's PE program.
Introduced children to Yoga	Developed mindfulness, flexibility, and relaxation techniques	Developed a structured yoga curriculum to ensure regular, age-appropriate sessions, promoting physical and mental well-being.
Children participated in events outside of school	Broadened sports experiences, fostered teamwork, and encouraged passion for physical activity	Established partnerships with local sports clubs or organizations to provide opportunities for children to participate in external sports events, broadening their horizons.

Key priorities and Planning

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

Action	Who does this action impact?	Key Indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
Expand Inclusive Physical Education Programs. Potential providers: Activity Alliance Youth sports trust Empower Active partnership (meeting on the 11 th January)	Students with sensory needs	Key Indicator 1: The Engagement of All Pupils in Regular Physical Activity	This initiative aims to engage students with sensory needs in regular physical activity, fostering inclusivity. Sustainability is attained by providing adaptive equipment, tailored sessions, and ongoing training for staff in inclusive practices. Continuous feedback mechanisms ensure a supportive environment, promoting sustained engagement.	£3000
Implement Ongoing Professional Development for Teachers	All teaching staff responsible for PE	Key Indicator 3: Increased Confidence, Knowledge, and Skills of All Staff	Enhancing staff expertise elevates the quality of PE instruction. Sustainability is achieved through structured training modules and ongoing workshops, ensuring teachers remain updated with the latest methodologies, fostering continued improvement.	£3000
Establish Regular Inter-School Sports Competitions	All students	Key Indicator 4: A Broader Experience of a Range of Sports and Activities Offered to All Pupils	Organizing inter-school competitions expands students' sports experiences. Sustainability lies in forming enduring partnerships, ensuring a diverse calendar of events, promoting ongoing interest in various sports, fostering a culture of participation and healthy competition.	£1500

Embed and refine Yoga provision through Yoga Bugs	Students with sensory needs	Key Indicator 1: The Engagement of All Pupils in Regular Physical Activity	Integrating Yoga Bugs enhances well-being, fostering mindfulness. Sustainability involves integrating yoga into the curriculum, training staff for effective sessions, and ensuring accessibility for all students, promoting consistent participation.	£7000
Develop a School Sports Committee (To be incorporated with school council)	Students, teachers, and the local community	Key Indicator 2: The Profile of PE and Sport Being Raised Across the School	Establishing a committee elevates the significance of PE and sports. Sustainability lies in active participation, continuous promotion of sporting events, and involvement in decision-making, fostering a lasting sports culture.	£1600
Improve Classroom Provision for Gross and Fine Motor Skills across school (Classroom orders complete)	All students	Key Indicator 1: The Engagement of All Pupils in Regular Physical Activity	Enhancing motor skills benefits early years students. Sustainability involves seamless integration into the curriculum, ongoing teacher training, and regular assessments to ensure effectiveness.	£15,000
Develop Extracurricular activities (Lunchtime) (Yoga to commence 2 clubs a week in Spring term)	All students	Key Indicator 6: Increased Participation in Extracurricular Activities	Diversifying activities beyond regular hours encourages greater engagement. Sustainability involves partnerships with external entities, ensuring a wide array of activities, fostering continual participation.	£2,500
To increase the time learners are taking part in physical activity - For all learners to access an offsite facility (Hickory Dickories) (initial contact made and in the process of	All students	Key Indicator 1: The Engagement of All Pupils in Regular Physical Activity	Providing access to an offsite facility extends physical activity opportunities. Sustainability involves fostering active engagement, encouraging continuous use, and ensuring optimal supervision for increased participation.	£2000

confirming a regular slot).				
Develop and Install Soft Play (Visit booked for consultation for the 15 th January)	All students	Key Indicator 3: Increased Confidence, Knowledge, and Skills of All Staff	Incorporating soft play enhances sensory integration and motor skills. Sustainability involves regular maintenance and seamless integration into the PE curriculum, ensuring ongoing benefits for students. This maintenance will include a half termly audit done by PE Lead.	£20,000
Develop Sensory and Sensory Circuit Room (Visit booked for the 15 th January) DM to also explore grants in Spring term)	Students with sensory needs	Key Indicator 1: The Engagement of All Pupils in Regular Physical Activity	Creating dedicated sensory rooms enhances focus and engagement for specific needs. Sustainability involves comprehensive staff training, regular assessments, and consistent maintenance to ensure effectiveness.	£10,000

Key achievements 2023-2024

Activity/Action	Impact	Comments
New soft play fitted	Increased engagement and enjoyment of physical activity for all students.	Addresses Key Indicator 1: The Engagement of All Pupils in Regular Physical Activity. The new soft play is better suited to the needs of our students, improving accessibility and inclusivity.
Sensory room grant acquired and new sensory room purchased	Enhanced focus and engagement for students with sensory needs, promoting participation in physical activity.	Addresses Key Indicator 1: The Engagement of All Pupils in Regular Physical Activity. This provides a dedicated space for sensory integration and supports students with diverse needs.
All classes have access to a range of outdoor playtime equipment	Increased opportunities for physical activity and development of gross motor skills for all students.	Addresses Key Indicator 1: The Engagement of All Pupils in Regular Physical Activity. Broadens the range of sports and activities available to pupils (Key Indicator 4).
Signed up and will be taking part in Panathlon yearly	Increased participation in competitive sports for students with disabilities and special educational needs.	Addresses Key Indicator 4: A Broader Experience of a Range of Sports and Activities Offered to All Pupils. Provides valuable opportunities for students to compete and represent the school.
Indoor equipment now has more cages to store equipment more efficiently	Improved organization and accessibility of PE equipment, supporting effective teaching and learning.	Contributes to a safe and well-organized learning environment, indirectly supporting Key Indicator 3 (Increased Confidence, Knowledge, and Skills of All Staff) by providing teachers with the tools they need.
New bikes and scooters purchased	Increased opportunities for physical activity and development of gross motor skills, particularly during break times.	Addresses Key Indicator 1: The Engagement of All Pupils in Regular Physical Activity. Provides additional options for active play and encourages physical activity throughout the school day.
New sheds were purchased to sustain outdoor	Improved storage and maintenance of outdoor PE equipment, ensuring its	Supports the sustainability of various initiatives by protecting equipment and ensuring access to resources for

equipment	longevity and availability for student use.	physical activity.
Lifeguard training scheduled	Expansion of aquatic activities and use of the hydro pool, increasing opportunities for physical activity and water confidence.	Addresses Key Indicator 1: The Engagement of All Pupils in Regular Physical Activity. Allows the continuation of the PE provision and inclusive activities in the hydro pool.
CPD given on Real PE and subscription renewed	Enhanced staff expertise in delivering high-quality PE lessons, leading to improved student engagement and progress.	Directly addresses Key Indicator 3: Increased Confidence, Knowledge, and Skills of All Staff. Investment in staff development contributes to the sustainability of PE improvements.

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?	2%	<i>All pupils have SEND and can struggle to access swimming outside of the school curriculum. Many of our children are working on basic confidence skills. All key Stage 2 pupils swim once a term every year.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	4 %	<i>As above</i>

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	3 %	<i>As above</i>
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	The pupils find it difficult to cope with change and for most it is essential they continue to access their daily routine to limit anxiety.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes	

Signed off by:

Head Teacher:	<i>N. Harvey</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>D.Minto</i>
Governor:	<i>A. Collyer</i>
<i>Date:</i>	<i>June 2024</i>