



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
<i>To maintain the current CPD programme with JASC 2 x days per week.</i>	<i>Students will receive quality PE lessons once a week from sports specialists and staff receive CPD in teaching of PE.</i>	<i>Quality of teaching PE across KS1 is of high quality, it is purposeful and effective. Children consequently enjoy lessons, PE and experience an active curriculum where all children participate.</i>
<i>To develop the CPD module further by increasing the amount of class teacher led PE sessions with JASC supporting, observing and feeding back.</i>	<i>To improve the confidence and effectiveness of class teacher's delivery of PE lessons.</i>	<i>Continue for academic year 24-25. Teacher's confidence is increasing due to teacher led sessions.</i>
<i>To continue to develop the extra-curricular programme with new clubs before and after school with a variety of local providers.</i>	<i>Provide families and pupils with a greater access to a wider range of sports and activities before and after school.</i>	<i>The range of clubs is inclusive and accessible to an increased number of children encouraging a rise in engagement and participation. This should continue to the academic year 24-25</i>

Keep competitive element to sports day – re-use trophies.

<p><i>Revise and include new activities on an updated curriculum plan.</i></p>	<p><i>All pupils will experience a wider range of sports and activities that they might not otherwise have access to outside of school. In Y2 netball, handball, basketball, rugby and tactics have been introduced.</i></p>	<p>The increase in range of sports activities offered has successfully engaged all pupils. This should be further continued moving into the next academic year. In Y1 we will now introduce hand-eye skills including volleyball and badminton.</p>
<p><i>Continue with the sports leader programme and increase their responsibilities around the school.</i></p>	<p><i>More able pupils will be given the opportunity to develop their sports leadership skills and use these to help a whole school approach to PE and an active school day.</i></p>	<p>Sports leaders successfully engaged in their responsibilities throughout the year, attending sporting events and supporting children in younger years. Sports Leaders responsibilities to increase in the academic year 24-25 as well as an increased rotation in leadership status to allow more children to benefit from the role.</p>
<p><i>Continue with small focused group work on a Friday for different groups with a variety of needs.</i></p>	<p><i>Pupils will receive a tailored programme depending on their ability / need.</i></p>	<p>More vulnerable pupils successfully engaged in smaller focused group work. Sports leaders also engaged in their focused groups. This action should continue into year 24-25 with a focus on children at risk of school refusal.</p>
<p><i>Celebrate units of learning through performances in assemblies and to other year groups.</i></p>	<p><i>Pupils will develop confidence and performance skills whilst other pupils and staff appreciate their progress.</i></p>	<p>To be continued in the following academic year.</p>
<p><i>Continue with inter-form competitions for KS1 and introduce one in Spring 2 for Early Years.</i></p>	<p><i>Students will learn to compete, be governed by rules and understand the value in being able to lose and win with a good sporting attitude.</i></p>	<p>Interform competitions were a huge success. Moving forward celebrate these achievements increasing the number of PE events within school and displaying trophies. Winners to be announced in whole school assemblies to increase children's experience of healthy competition.</p>
<p><i>Keep competitive element to sports day – re-use trophies.</i></p>	<p><i>Learning to compete with other children that they don't know whilst increasing their understanding of competition.</i></p>	<p>Sports days were hugely successful within school and Year Two once again held their sports day at Windmills Junior School as a transition opportunity and links with schools in the locality. To be repeated</p>

<p><i>Hold more inter school competitions for Year one and two.</i></p>	<p><i>Learning to compete with other children that they don't know whilst increasing their understanding of competition.</i></p>	<p>in academic year 24-25</p> <p><i>Learning to compete with other children that they don't know whilst increasing their understanding of competition.</i></p>
<p><i>Whole school sporting events such as mini marathon, danceathon, sponsored walk raise money for static and fixed playground structures to be used during playtimes and outdoor learning opportunities</i></p>	<p><i>Pupils will experience being part of a whole school team whilst taking part in different sporting activities. They will have a sense of ownership and pride in being able to promote the fundraising and achieving the installation of new play and learning opportunities on the playground.</i></p>	<p>The mini marathon and danceathon both went ahead successfully. Raising money independently for our school as well as taking part in a whole school activity where children were united and motivated together. Sponsored walk to be included in the plan for next academic year.</p>
<p><i>Further focus on 'Amazing Play Everyday'. Purchase more equipment for playtime and improve storage.</i></p>	<p><i>Pupils will benefit from learning how to play and look after equipment whilst showing respect.</i></p>	<p>Storage improved and assemblies have been held for the children to understand the importance of taking care of school equipment. To be continued moving for wards to the next academic year.</p>
<p><i>Train support staff and lunchtime staff in active positive playtime play.</i> <i>Introduce timetables for teaching staff to lead games.</i></p>	<p><i>Focus on playtime with a whole school approach will increase positive play on the playground, children's play literacy and lessen injuries and negative behaviour. A structured timetable will allow staff to be fully involved with the approach.</i></p>	<p>Play times are more varied and engaging. Expectations of staff and children at playtimes are working well with positive active games and activities for those who need them. Continue to work on this focus for the following academic year introducing half termly meetings with MDMS staff. Focus and attention on lunch time play times.</p>
<p><i>Healthy Body, Healthy Mind week in conjunction with PSHE lead.</i></p>	<p>Focus on our minds and bodies will promote early awareness of physical and mental well-being. Help children to understand healthy lifestyle choices, improve focus, and regulate emotions supporting academic and personal and emotional growth.</p>	<p>This week successfully promoted physical activity, mindfulness, and well-being. It encouraged children to consider healthy lifestyle habits, boosted mental health awareness, and overall happiness. To be continued into the academic year 24-25 with an</p>

		increased collaboration with our outdoor environment.
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Key priorities and Planning

This planning template will allow schools to accurately plan their spending. KEY: REPEATED ACTIONS = R INNOVATION = I

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><u>Quality first teaching and CPD</u> R: To maintain the current CPD programme with JASC 2 x days per week.</p>	Teaching staff and pupils	Key indicator 1,2,3,4	Students will receive quality PE lessons once a week from sports specialists and staff. Teachers will receive CPD in the quality first teaching of PE.	JA Sports: £13,300 PE Staff: £3,000
<p>R: To continue to develop the CPD model further by increasing the amount of class teacher led PE sessions with JASC supporting, observing and feeding back.</p>	Teaching staff and pupils	Key indication 2,3,4	To improve the confidence and effectiveness of class teachers' first teaching.	N/A
<p><u>Cultural Capital</u> R: To continue to offer a wide range for the extra-curricular programme, with clubs before and after school with a variety of local providers. These clubs will be accessible for all SEND and disadvantaged pupils.</p>	All families, pupils and connections with local providers.	Key indicator 1,2,4,5	Provide families and pupils with a greater access to a wider range of sports and activities before and after school which will change throughout the year. All pupils including those with SEND and pupil premium to have access to these clubs. These include tennis, yoga, multi-sports, football and dance club. This will evolve and grow throughout the	N/A

<p><u><i>Inclusion and interventions:</i></u> <i>(All children should be motivated to participate including those who already love PE as well as encouraging those who don't. This vision aims to encourage ALL children to take part and come to school excited for physical activity).</i></p> <p>I: Revise and include new activities on an updated curriculum plan that includes a diverse range of activities and fosters clear progression. These activities to be available on the school website for families to access.</p>	<p><i>Pupils, teaching staff, JASC, families</i></p>	<p><i>Key indicator 1,2,3,4,5</i></p>	<p><i>year being dynamically assessed considering uptake and interest.</i></p> <p><i>All pupils will access and experience a wider range of sports and activities that they might not otherwise have access to outside of school. e.g. Basketball, netball, football, hockey and badminton. The new curriculum plan fosters an increase in the understanding of rules, tactics and game play. As the children progress further up the school, they will develop their skills and understanding of different sports as well as the element of competition.</i></p>	<p><i>£500</i></p>
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<p>R: Continue with the Year Two sports leader programme. Sports leaders to meet with the PE lead / JASC once a half term.</p>	<p>All pupils, pupils elected and staff, JASC</p>	<p><i>Key indicator 1,2</i></p>	<p>12 x high ability sporting children to be chosen by staff. The sports leaders' responsibilities around the school will increase. For example, supporting PE events on the school calendar, advertising sporting events, talking in assemblies, relaying news and raising awareness and motivation for PE in the school.</p>	<p>N/A</p>
<p>I: Introduction of sports crew. At team of children across Y1 and Y2 to work alongside sports <i>leaders</i> in a supportive capacity.</p>	<p>All pupils, pupils elected and staff, JASC</p>	<p><i>Key indicator: 1,2,4</i></p>	<p><i>The new sports crew will be a mix of children who will benefit from experiencing teamwork. Including, pupil premium those at risk of school refusal who struggle with transition but the meetings and the element of responsibility would draw them into school, pupil premium children, as well as those of who are good role models / ambassadors for PE. Children to be rotated as appropriate. – IMPACT: attendance data / behaviour / physical and mental health of pupils.</i></p>	<p>N/A</p>

<p>I: Transition group: To meet first thing in the morning as the school day starts for a morning session with JASC.</p>	<p>Pupils, staff, families</p>	<p><i>Key indicator 1,2,4</i></p>	<p>A mix of Year One and Year Two children who might struggle to get to school. Join JASC in the school hall on a Tuesday for fun active games in a safe and nurturing environment. These sessions are to help regulation, to keep the children feeling safe, improve mood and benefit mental health barriers. IMPACT: attendance.</p>	<p>N/A</p>
<p>I: Sensory Circuits group: To meet first thing in the morning (Friday morning) as the school day starts for a morning session with JASC.</p>	<p>Pupils, staff, families</p>	<p><i>Key indicator 1,2,4</i></p>	<p>A mix of Year One and Year Two children who might present with sensory needs. These sessions will help regulation, to keep the children feeling safe, improve mood and benefit mental health barriers. IMPACT: behaviour / focus /attendance / physical and mental health.</p>	<p>N/A</p>
<p>I: Gross motor circuits group: To meet first thing in the morning (Friday morning) as the school day starts for a morning session with JASC.</p>	<p>Pupils, staff, families</p>	<p><i>Key indicator 1,2, 4</i></p>	<p>A mix of Year One and Year Two children who might present with gross motor. These sessions will help regulation, to keep the children feeling safe, improve mood and benefit mental health barriers. IMPACT: behaviour / focus</p>	<p>N/A</p>

<p><u>Competition and whole school events.</u></p> <p>R: Keep competitive element to sports day – re use trophies.</p> <p>R: Continue with inter-form competition for KS1.</p> <p>R: Increase number of interschool competitions for Year One and Year Two.</p> <p>R: Whole school sporting events including mini-marathon, sponsored walk and danceathon.</p> <p>R: Run healthy body, healthy minds week in conjunction with PSHE lead and complimenting Science week.</p>	<p>Pupils and staff</p> <p>Pupils and staff</p> <p>Pupils and Staff and other local schools</p> <p>Pupils and Staff</p> <p>Pupils, staff and families</p>	<p>Key indicator 1,2,3,4,5</p> <p>Key indicator 1,2,3,4,5</p> <p>Key indicator 1,2,3,4,5</p> <p>Key indicator 1,2,3,4,5</p> <p>Key indicator 1,2,3,4</p>	<p>/attendance / physical and mental health.</p> <p>Students will learn to compete, be governed by rules and understand the value in being able to lose and win with a good sporting attitude.</p> <p>Learning to compete with other children that they don't know whilst increasing their understanding of competition.</p> <p>As above (<i>plus cultural capital of attending and hosting events in the local community</i>)</p> <p>Pupils will experience being part of a whole school team whilst taking part in different sporting activities.</p> <p>HBHMW will focus on our minds and bodies, promoting early awareness of physical and mental well-being.</p>	<p>N/A</p> <p>N/A</p> <p>£200</p> <p>N/A</p> <p>£100</p>
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<p><u>Celebration</u></p> <p>I: Celebrate units of learning through performances in assemblies and to other year groups.</p> <p>I: Introduce trophy cabinet on wall in central area.</p> <p>I: Celebration of achievements in whole school assemblies.</p>	<p>Pupils and staff, JASC</p> <p>Pupils and staff, JASC</p> <p>Pupils and staff, JASC</p>	<p><i>Key indicator 1,2,5</i></p> <p><i>Key indicator 1,2,5</i></p> <p><i>Key indicator 1,2,5</i></p>	<p>Helping children to understand healthy lifestyle choices, looking after our bodies improving focus, and regulating emotions. This week will also support academic and personal and emotional growth.</p> <p>Pupils will develop confidence and performance skills whilst other pupils and staff appreciate their progress.</p> <p>Visual celebration of achievements will inspire and motivate children for further events and instill an understanding of healthy sports-person-ship. Celebration will bring a sense of value to hard work and also resilience.</p> <p>As above</p>	<p>N/A</p> <p>£200</p> <p>£200</p>
<p><u>Outdoor learning and experiences.</u></p> <p>R: Playtimes</p>	<p>Pupils, staff, support staff</p>	<p><i>Key indicator 1,2,3</i></p>	<p>Continue to focus on</p>	<p>£200</p>

<p>I: Introduction of Forest School sessions across KS1. Every child will attend forest school for 1 half term.</p> <p>I: Whole school focus on taking increasing numbers of lessons</p>	<p>Pupils, staff and families</p> <p>Pupils, staff</p>	<p><i>Key indicator 1,2,3</i></p> <p><i>Key indicator 1,2,3</i></p>	<p>playtimes including lunch time play with a whole school approach to increase positive active play. Increase children’s play literacy and lessen injuries and negative behaviour. Continue with the structured timetable to allow staff to be fully involved with the approach. Continue to update and look after active play equipment. Introduce half termly meetings with MSDA staff to continue dialogue and feedback.</p> <p>The intended impact of introducing Forest School sessions for KS1 includes fostering a connection with nature, enhancing physical health, and promoting emotional well-being. These sessions encourage creativity, problem-solving, and independence, while improving social skills, confidence, and resilience. These sessions will encourage those children who are more vulnerable to attend school and ease transitions.</p> <p>Outdoor learning within the school curriculum also</p>	<p><i>£3,900</i></p> <p><i>N/A</i></p>
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outdoors throughout the year.			supports sensory development, teamwork, and helps children manage risk in a safe environment. As stated above enhancing physical health, and promoting emotional well-being. These sessions encourage creativity, problem-solving, and independence, while improving social skills, confidence, and resilience. Impact: recording of an increasing number of hours children are learning outside each week.	
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<p><i>e.g. CPD for teachers.</i></p>	<p><i>Primary generalist teachers.</i></p>	<p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i></p> <p><i>Key indicator 5: Increased participation in competitive sport.</i></p>	<p><i>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, including teaching water safety and swimming and as a result improved % of pupil's attainment in PE.</i></p>	<p><i>£5000 for 5 teachers to undertake CPD.</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

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?	%	<i>Use this text box to give further context behind the percentage. e.g., 30% - we are struggling to get pool space due to our local pool closing so we have had to use a much smaller local school pool. We have had to limit the number of pupils attending swimming lessons during one term which means some pupils have attended fewer swimming lessons than others.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	%	<i>Use this text box to give further context behind the percentage. e.g., Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2024</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>%</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>Yes/No</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/No</p>	

Signed off by:

Head Teacher:	<i>(Name)</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>(Name and Job Title)</i>
Governor:	<i>(Name and Role)</i>
Date:	