



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 (2021/2022)

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

Activity/Action	Impact	Comments
First steps P.E lessons	<p>From the second week of term, PE sessions began. Children were engaged and enjoying the sessions. Skill development from the early sessions was evident and this helped children to make progress throughout the year and link the skills they had been taught to other activities.</p> <p>Nursery and Foundation Stage receiving a full morning of PE across 4 sessions. Foundation Stage Leader was involved in the planning of the sessions.</p> <p>Children can speak about P.E and vocabulary and know it's purpose when they are asked about it in pupil voice interviews</p>	
P.E displays and Sports Day	<p>All children participated, with parents invited to watch. All children enjoyed and worked in teams of mixed ages and abilities.</p> <p>Children were offered the opportunity to take part in an additional PE lesson per week for half a term each.</p>	
Enrichment sports provision for all children across school		

<p>PE Coordinator to work with teachers across school and support them with long term mapping. This will ensure children are experiencing a wide range of activities.</p> <p>Maintain participation in inter-school sports festivals and inter-school football and netball leagues.</p>	<p>Sports consisted of fencing, curling and archery.</p> <p>Children accessed a range of activities and covered a wide range of sports in their PE sessions and after school clubs</p> <p>A higher volume of children taking part in various sporting events from September 2019.</p> <p>Children from Year 3 and 4 involved in cross country, football, netball and athletics tournaments</p>	
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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
<p>High quality PE sessions delivered to Nursery and Foundation Stage on a weekly basis. LTP completed by PE coordinator with input from Foundation Stage Leader. All children from these classes to receive weekly quality first teaching which matches their curriculum and develops the essential skills required for going forward in the PE curriculum.</p> <p>High quality PE sessions offered to 5 classes in Key Stage 1 and 2 per half term and create CPD opportunities for all staff. Staff across school given the opportunity to improve their teaching and delivery of PE lessons.</p> <p>PE Coordinator to remain in contact with managers from First Step Sports termly to ensure their services to school are running smoothly and to a high standard. This will ensure all children across school are receiving quality first PE lessons.</p>	<p>Monitor sports coaches and provision who teach weekly sessions throughout Nursery and Foundation Stage. These will have a different focus each half term. Coaches to take after school clubs three times weekly.</p> <p>The focus of each classes PE sessions will change each half term in line with our PE curriculum. This is monitored by PE co-ordinator and regular feedback from staff is welcomed and actioned.</p>	<p>Key indicator 1: The engagement of all 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>From the second week of term, PE sessions began. Children were engaged and enjoying the sessions. Skill development from the early sessions was evident and this helped children to make progress throughout the year and link the skills they had been taught to other activities. Nursery and Foundation Stage receiving a full morning of PE across 4 sessions. Foundation Stage Leader was involved in the planning of the sessions.</p> <p>PE Coordinator involved in leading discussions in staff meetings regarding sports clubs, CPD opportunities and feedback of lessons and sports coaches.</p> <p>Meeting held with Laura Thackeray from First Steps in June 2022 to run through long term provision mapping for 2022-2023</p>	<p>£14,580</p>

<p>Ensure that every class has an up to date P.E display in their classroom that promotes the sports they have taken part in.</p> <p>Whole school sports day which included use of a variety of different skills and was accessible to all children.</p>	<p>Primary generalist teachers.</p> <p>Pupils – as they will see the displays.</p> <p>PE co-ordinator.</p> <p>Teachers/ TA’s as they will be leading an activity or supporting children.</p>	<p><i>Key indicator 2 – The profile of the PESSPA being raised across school as a tool for whole school improvement.</i></p>	<p>All classes have PE displays that are updated regularly and link to their current learning in lessons. Use of appropriate vocabulary is evident both on displays and in teaching.</p> <p>To keep promoting PE in school in all classes and attempt to increase participation across school. Ensure display is regularly changed and updated.</p>	<p>£60</p>
<p>School family groups to be changed the names of a sports people from different background for academic year 23/24</p>	<p>Pupils (R -6) as they will be taking part. Nursery – to take part in their own sports day within the unit on the same day.</p> <p>Teachers – as they are part of a family group.</p>	<p><i>Key indicator 2 – The profile of the PESSPA being raised across school as a tool for whole school improvement.</i></p>	<p>All children participated, with parents invited to watch. All children enjoyed and worked in teams of mixed ages and abilities. Children enjoyed the morning and the competitiveness was brought in with small rewards for 1st, 2nd and 3rd places. Small rewards were also offered for children who stood out for being a good sportsperson.</p> <p>PE lead to continue to look at developing sports day for next year, offering a wider range of activities and competitive races.</p>	<p>£0</p>
<p>School family groups to be changed the names of a sports people from different background for academic year 23/24</p>	<p>Pupils – all aware of the family group they are in.</p> <p>Names will be familiar with children who will work with their groups across school 3 x per year to find out more about their person</p>	<p><i>Key indicator 2 – The profile of the PESSPA being raised across school as a tool for whole school improvement.</i></p>	<p>Children will be able to see that sports people come from a range of different home and social backgrounds and this will hopefully inspire more ‘nonsporty’ children to want to take part in different sports.</p>	

<p>All teachers and HLTA's to receive CPD in school with the support of qualified sports coaches employed by the school. This will lead to increased confidence of teaching P.E and the improvement of the delivery of P.E lessons across school.</p>	<p>Ensure that all staff are making the most of the CPD being offered. P.E Coordinator to take staff questionnaires and monitor and observe lessons.</p>	<p><i>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</i></p>	<p>PE Coordinator to develop an understanding of how sports premium funding is allocated and how this can be spent effectively.</p>	<p>£0</p>	
<p>PE Lead trialled different commercial schemes to be used during the next academic year.</p>	<p>The school is coming away from the use of external sports providers for the next academic year. PE Lead has trialled and selected a scheme to use for the next year that provides detailed planning and assessment criteria as well as valuable teaching resources that will help all staff who are required to deliver the PE curriculum.</p>	<p><i>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</i></p>	<p>PE Lessons will all follow the same format and will show a continuation of skill development through school as well as the resources provided for staff to be confident and at ease when teaching PE</p>		<p>£0</p>
<p>PE Lead attended the Wakefield PE Conference</p>	<p>CM attended conference and was able to network with other PE Leads and teachers across the authority. Ideas given to be trialled or researched further to potentially be used in school.</p>	<p><i>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</i></p>	<p>A review of sports premium funding with PE Coordinator, Head of School and School Business Manager before the end of the current academic year. Look at the impact of the new scheme at regular intervals throughout the next academic year.</p>		<p>£70</p>

<p>PE Coordinator to work with teachers across school and support them with long term mapping. This will ensure children are experiencing a wide range of activities.</p>	<p>Work with teachers to ensure long term mapping is being met and that the range of sports being offered throughout their school journey is wide and varied.</p>	<p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</i></p>	<p>Children accessed a range of activities and covered a wide range of sports in their PE sessions and after school clubs</p>	<p>£357</p>
<p>PE co-ordinator to look at resources that are available in school and ensure that the required equipment is available for units which are to be covered on the LTP.</p>	<p>PE equipment ordered and PE store cupboard easily accessible for all members of staff and external sports coaches.</p>	<p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</i></p>	<p>Aim to further increase the range of activities offered to children in PE lessons and after school clubs. – Aim to further increase the number of participants in school extra-curricular sport and the frequency of their attendance at differing clubs.</p>	<p>£753</p>
<p>Maintain participation in inter-school sports festivals and inter-school football and netball leagues.</p>	<p>Establish new Kettlethorpe netball and football leagues with agreement from sports leaders at all pyramid schools. Fixture list and rules agreed.</p>	<p><i>Key indicator 5: Increased participation in competitive sport</i></p>	<p>A higher volume of children taking part in various sporting events from September 2019.</p>	<p>£0</p>
<p>Inter-school football and netball leagues will involve more children from year groups 3 and 4.</p>	<p>Leagues established with all home and away fixtures taking place. Half termly PE Coordinator meetings taking place at agreed venue.</p>	<p><i>Key indicator 5: Increased participation in competitive sport</i></p>	<p>Children from Year 3 and 4 involved in cross country, football, netball and athletics tournaments</p>	
			<p>Continue working with Kettlethorpe High School and pyramid schools to maintain and possibly increase the number of events for next year.</p>	
			<p>Aim to increase the number of children with physical needs in inter-school festivals and matches.</p>	

Key achievements 2022-2023

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>High quality PE sessions delivered to Nursery and Foundation Stage on a weekly basis. LTP completed by PE coordinator with input from Foundation Stage Leader.</p> <p>P.E displays and Sports Day.</p> <p>PE Lead trialled different commercial schemes to be used during the next academic year.</p> <p>Maintain participation in inter-school sports festivals and inter-school football and netball leagues.</p>	<p>From the second week of term, PE sessions began. Children were engaged and enjoying the sessions. Skill development from the early sessions was evident and this helped children to make progress throughout the year and link the skills they had been taught to other activities.</p> <p>Nursery and Foundation Stage receiving a full morning of PE across 4 sessions. Foundation Stage Leader was involved in the planning of the sessions.</p> <p>All classes have PE displays that are updated regularly. Children can talk around the subject. All children participated, with parents invited to watch. All children enjoyed and worked in teams of mixed ages and abilities.</p> <p>Scheme confirmed for 2023/2024. PE Lessons will all follow the same format and will show a continuation of skill development through school as well as the resources provided for staff to be confident and at ease when teaching PE</p> <p>A higher volume of children taking part in various sporting events from September 2019.</p>	

<p>Inter-school football and netball leagues will involve more children from year groups 3 and 4.</p>	<p>Children from Year 3 and 4 involved in cross country, football, netball and athletics tournaments</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?	35%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	35%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>10%</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>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>No</p>	

Signed off by:

Head Teacher:	<i>Craig Elliott</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Catherine Mullock PE Co-ordinator.</i>
Governor:	<i>Darren Johnson</i>
Date:	<i>6.7.2023</i>