



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
Enhance Academy Trust School Improvement monitoring found our PE leader to have strong subject knowledge and a clear direction for our PE curriculum. Our pupils reported favourably on sports clubs and could demonstrate their learning in PE when questioned during a school improvement visit.	Effective CDP session ran by PE lead allowed for confidence in teachers.	The school has more new staff that have joined the school. Further CPD to support these members of staff will allow skilled teachers across school.
Coach led PE clubs after school are very well attended and both parents and pupils have given very positive feedback.	More children were hitting their 60 minutes per day.	This should be continued with added clubs by teachers to give more access.
EYFS forest schools trial (1/2 morning per week) was successful and we will now roll this out to the rest of school.	Children were growing in confidence, fine motor skills and gross motor skills. This gives them the key skills to progress in their KS1 PE lessons.	Positive impact and should continue.

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
Continue to encourage children to use the Trim Trail and our whole outdoor area at lunchtimes and break times. Member of staff on duty to supervise and encourage pupils to challenge themselves safely. Field to remain accessible as often as safety allows KS1 and Rec to incorporate the playground markings into Maths and English lessons where appropriate, so games can be	Teachers, lunchtime supervisors and pupils taking part.	Key indicator 1: Ensuring that children engage in at least 30 minutes of regular physical activity a day in school, outside of PE lessons.	More children meeting their 30 minutes per day. Allowing children to build confidence to explore other ways of accessing physical activity.	£263 outdoor equipment and school gym inspection £1000 Outdoor sports equipment and storage for Ks2 playground and KS1 playground. Jumpstart Johnny subscription £79.99 Total: £1343

modelled KS1 to have outdoor store for sports equipment and to enhance the outdoor area behind the outdoor classroom Member of staff to referee football matches at breaktimes and lunchtimes				
SsCO leader meets with PE Leader Children attend SsCO events and competitions, using school minibus and member of support staff Achievements celebrated in	PE lead, adults attending competitions and children taking part.	Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Using schools tool for tracking competitions allows for more children to be targeted for opportunities to suit them. Children having inspiring adults in schools allows them to become interested in lifelong participation.	PSC Education – sports coach and clubs £8345 North Kirklees Schools partnership £1,278 1 hr per week ETA time for ABC club £1000

assemblies – both in school achievements and those in out of school clubs Sporting visitors in school.				Overtime 1hr per week for 2 x TA sports clubs after school £2000 Minibus service and petrol for teams £1000 Total: £13, 623
Develop the PE curriculum to ensure that teachers' subject knowledge and skills regarding planning for all learners at an appropriate level is strong and lessons are of high quality. Ensure high quality lesson planning	All teachers. Pupils receive high quality lessons.	Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school.	PE Hub resources and planning £525 See above for PSC education Coaching and mentoring release time for PE lead to work with SCITT students, ECT and teachers in new

resources are available for teachers' use from the PE Hub. Ensure new staff have had an induction to using PE Hub from the PE Lead Coaching / mentoring from PE lead for ECTS, SCITT students taking PE lessons and teachers in new year groups. Nursery to have a hall time for the morning and the afternoon sessions and be encouraged to have a PE input each week. Forest Schools Coach to work with EYFS, KS1 and LKS2				year groups £2000 Total: £2525
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classes for half a term each throughout the year.				
PE Hub planning covers a wider range of sports and disciplinary knowledge which were previously not covered in as much depth - Outdoor and adventurous activities - Basketball - Cricket - Tag rugby - Tennis The SSCo allows us to access: - Bikeability - Balance bikes 3 x per year for KS1 and EYFS - Introductory cycling to Y34 - Dance Mats	Teachers implementing and children taking part.	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Children take part in their 60 minutes of physical activity. They are exposed to a range of sports with the hope of instilling good physical literacy.	£491 to support all of Y6 to be able to attend the residential and See above for SSCo, PSC and PE Hub Total £491

Year 6 all visit Little Deer Wood which introduces them to : - Climbing - Canoeing - Orienteering - Team building Time and resources for remote learning for child who plays sport at a National level	Class teacher, child and child's parents.	Key indicator 5: Increased participation in competitive sport	Putting importance on high level sport.	N/A
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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
CPD for staff through coaches and forest schools.	Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Staff felt confident and lessons show better progression and understanding.
Balance bikes, dance mats, bike ability for year 4, 5 and reception, circuits equipment. Clubs in sports such as golf, athletics and badminton.	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Children had wider opportunities to take part in a range of sports through extra-curricular activities.
PE hub subscription.	Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.	Staff had support through the scheme. Diagrams, videos and key knowledge provided.
School games competitions. One child competes for GB in tennis.	Key indicator 5: Increased participation in competitive sport	Children understanding competition and aiming to improve.
Athletes in school. Engage in sports week. SEND festivals.	Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Children becoming more engaged through precise targeting of pupils to engage.
PE lessons are twice a week. Outdoor equipment taken out. Brain breaks to be active. Sports clubs.	Key indicator 1: Ensuring that children engage in at least 30 minutes of regular physical activity a day in school, outside of PE lessons.	Children are able to be physically active 30 minutes per day in a range of ways.

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?	85%	Not all children were up to the expected requirements by the time swimming restrictions were in place. Didn't have the opportunity to revisit the swimming curriculum once the restrictions lifted as allocation of time given to previous year group.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	85%	Not all children were able to meet the target as they received less lesson after lock down. Subsequent years we have had difficulty booking in lessons due to our pool shutting.
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	85%	Not all children were able to meet the target as they received less lesson after lock down. Subsequent years we have had difficulty booking in lessons due to our pool shutting.

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	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	Lessons are taught by ASA level 2 swim instructors.

Signed off by:

Head Teacher:	<i>Mr. J Mitchell</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Mrs. E Shaw class teacher and PE lead</i>
Governor:	<i>Mrs. J Hopwood</i>
Date:	3 rd February 2024