



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 |
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| Use of specialist sports coaches | Specialist lessons delivered and CPD for staff. | Continue this next year. |

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? <i>Lunchtime supervisors / teaching staff, coaches - as they need to lead the activity</i> <i>pupils – as they will take part</i> | Key indicator to meet | Impacts and how sustainability will be achieved? | Cost linked to the action |
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| Sports coach | All pupils will receive weekly PE sessions with either class teacher and/or Sports Teacher. The focus of these lessons will be to increase fitness, heartrate, activity and ensure high levels of participation from all students. | Key indicator 1: The engagement of <u>all</u> 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 | All pupils will have had periods of increased physical activity. Promote the enjoyment of sport. Sports coaches are strong role models for all children modelling the impact of regular physical activity. | £7,215 |
| Yoga and dance | All pupils will have access to a specialist coach. | | Pupils will develop breathing and movement techniques to support emotional regulation. Pupils will develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. Our yoga sessions help bring holistic well-being to children through yoga, play and mindfulness. | £4,530 |

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| <p>Encourage more children (along with their parents) to participate in active travel to school to take advantage of additional opportunity during the day to exercise</p> | <p>Utilise newsletters, social media and the school website to share with parents what children are doing in PE, what competitions and extra-curricular clubs are on offer at our school.</p> | | <p>Pupils understand (where possible) how PESSPA can make a positive difference to their confidence, self-esteem, behavior and attitudes.</p> | |
| <p>Raise awareness of the best places to take part in sport and physical activity outside of school.</p> | | | | |
| <p>Melbury Mile</p> | <p>Pupils to complete 3 miles a week during brain breaks. A token will then be added to the token system.</p> | | <p>Pupils are engaging in physical activity to contribute to the 30mins or more daily target.</p> | |
| <p>Development of the playground and new sports court through the introduction of sports ambassadors.</p> | <p>Active playtimes and lunch times</p> | | <p>Pupils will have access to a larger space and more equipment to promote enjoyment and participation in physical activity. This is also used and modelled by our sports coach.</p> | |
| <p>Make sure colleagues and teaching staff have access to sufficient kit, equipment and resources.</p> | <p>New sports benches</p> | | | <p>£639.98</p> |
| <p>To increase awareness amongst both children</p> | <p>Healthy half term</p> | | <p>Promote an active and</p> | |

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| <p>and staff about the importance of mental health and well-being.</p> | <p>Use display boards and visuals around the school to explain the curriculum areas to children, teaching staff and visitors as well as celebrate the work going on in extra-curricular clubs and competition</p> | <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> | <p>healthy lifestyle.</p> <p>Target some of these aspirational experiences at girls - due to levels of participation for girls once reaching secondary school decreasing.</p> | |
| <p>The profile of PESSPA being raised across the school as a tool for whole school improvement</p> | | | | |
| <p>Football matches</p> | <p>Corridor display with the latest fixtures/ result and player of the match.</p> | | <p>Photographs. Pupil voice.</p> | |
| <p>Develop good communication and teamwork skills</p> | <p>Sports coaches. Sports Day After school sports clubs</p> | | <p>Photographs. Pupil voice.</p> | |
| <p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> | <p>Sports coaches Development of a progression of skills document</p> | | <p>Staff questionnaires Staff voice and feedback Increase in teacher and pupil confidence with participation in dance</p> | |

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| <p>Broader experience of a range of sports and activities offered to all pupils</p> | <p>Resources and equipment is regularly audited to ensure suitable availability for high quality teaching and learning during PE lessons</p> <p>Yoga /Dance</p> | <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> | <p>sessions run by professional. Children respond well to this, learning new, exciting and up to date dances and skills. Maximum engagement due to the skill of the professional. Opportunities for teacher CPD.</p> <p>As a result of effective teaching and responsive assessment, all pupils make progress from their starting point.</p> <p>Staff feel confident teaching a range of sports/ activities and are able to provide high quality PE lessons.</p> <p>Staff feel supported and able to seek support from subject leader as and when necessary.</p> <p>To target pupils with the realisation of opportunities in sport through further education.</p> <p>To target some of these aspirational experiences at</p> | |
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| <p>Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events,</p> | <p>School football matches with other schools Sports day Targeting specific groups.</p> | <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <p>Key indicator 5: Increased participation in competitive sport</p> | <p>girls - due to levels of participation for girls once reaching secondary school decreasing.</p> <p>Increased participation in competitive sport. Pupil voice. Photographs</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 |
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| School football matches with other schools | Increased participation in competitive sport | Continue with school football team next year. |
| Broader experience of a range of sports and activities offered to all pupils | Target pupils with the realisation of opportunities in sport through further education. | Continue to employ specialist sports coaches. |
| To increase awareness amongst both children and staff about the importance of mental health and well-being. | Appointed a mental health lead within SLT the profile of mental health and well-being has been raised. | Continue with this work. |

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> |
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| What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres? | 27% | We were not able to offer top up swimming this year. |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? | 27% | Even though pupils may swim in another year this is their attainment on leaving primary school at the end of the summer term 2024 |
| What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations? | 90% | |
| 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? | Yes | No |
| Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety? | Yes | Through having modelled sessions taught by coaches. |

Signed off by:

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| Head Teacher: | <i>Judtih Kemplay</i> |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | <i>Amy Wilson PE lead</i> |
| Date: | 23/07/24 |