



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 (2023/2024)

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

Activity/Action	Impact	Comments
To engage less active children in physical activity by purchasing new playground equipment for active breaktimes.	All children across the school take part in the active 30 minutes each break and lunchtime.	After working with the SENCO to identify which children were less active, we purchased equipment based a questionnaire given to the children. Staff at lunchtimes noticed more uptake in physical activity in those identified children.
To raise the attainment of boys and vulnerable learners across the curriculum. TA training to deliver active maths and literacy sessions.	Data shows attainment of boys raised in maths, literacy and reading in those targeted children.	Plan to continue this the following year and train new TAs in the delivery of sessions.
To ensure high quality P.E is accessible to SEND pupils. Target SEND pupils for extra curricular clubs.	60% of SEND pupils attended after school clubs.	Continue to target these children 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?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
Use Youth Activators to use sport to raise the well-being in children in Years 3-6 so they are more confident in lessons.	Children in Key Stage 2. SENCO- identify the children to target.	Key Indicator 2	Working with the SENCO and key stage 2 teachers these children are now more engaged in lessons and confident to contribute ideas. They have strategies to use when they feel anxious. Sessions to continue next year.	£1000 (inclusive)
Use Activators to increase the variety of after school clubs available to children.	Whole school.	Key indicators 4.	A greater variety of after-school clubs are offered to pupils across key stage 1 and 2. More children attended more clubs than the previous year. Same clubs to run next year alongside introducing 2 more.	
Use Activators to raise the profile of PESSPA in Early	Early Years children Early Years staff.	Key indicators 1 and 2.	All Early Years children took part in fun	

<p>Years.</p> <p>To increase the knowledge and skills of staff in teaching P.E and sport by purchasing a scheme of work to help with differentiation of P.E skills and using P.E mentor to team teach lessons.</p> <p>To increase participation in competitive sport throughout the year.</p>	<p>Staff across the school who teach P.E.</p> <p>P.E mentor.</p> <p>All staff in school and HLTAs who take children on trips.</p> <p>Children going on the trips.</p>	<p>Key indicator 3</p> <p>Key indicator 5</p>	<p>physical activities for 1 hour each week. Photos and pupils voice collected show the children now more engaged in being active. Staff now aware of offering a wider variety of activities.</p> <p>Lesson observations show staff improved confidence in teaching high quality P.E. Differentiation is clear in lessons. Re-invest in scheme of work for coming year.</p> <p>Calendars and school P.E book show a class from each year group taking part in a competition outside</p>	<p>£550</p> <p>£2,200 North Oxfordshire Schools affiliation</p>
--	---	---	---	---

<p>Promoting inclusive practice in class P.E lessons across the school by purchasing differentiated equipment.</p> <p>Use of PE mentor to work alongside staff to increase confidence and competence to deliver high quality PE & deliver Forest school.</p>	<p>All children across the school.</p> <p>Targeted staff identified to work with PE mentor to support lesson ideas, increase competence and instill confidence in their own ability.</p>	<p>Key indicator 3,2 and 5</p> <p>Key indicator 2,3,4 and 5</p>	<p>school. Pupil voice shows children engaging positively in the competitions.</p> <p>All children have been observed participated for longer in class P.E lessons as they now have the correct equipment to engage and challenge them.</p> <p>Those staff who worked with the PE mentor reported increased confidence and competence to deliver HQ PE. YST also visited school and concurred we are a gold QM school.</p>	<p>£5,399</p> <p>£6,393</p>
--	--	---	--	-----------------------------

--	--	--	--	--

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
<p><i>Promoting inclusive practice in class P.E lessons across the school by purchasing differentiated equipment.</i></p>	<p><i>All children have been observed participating for longer in class P.E lessons as they now have the correct equipment to engage and challenge them.</i></p>	<p>More children are now engaged in PE, School sport & physical activity (including playtimes) more of the time.</p>
<p><i>Use Youth Activators to use sport to raise the well-being in children in Years 3-6 so they are more confident in lessons.</i></p>	<p><i>Working with the SENCO and key stage 2 teachers these children are now more engaged in lessons and confident to contribute ideas. They have strategies to use when they feel anxious.</i></p>	<p><i>Sessions to continue next year.</i></p>
<p><i>Use Activators to increase the variety of after school clubs available to children.</i></p>	<p><i>A greater variety of after-school clubs are offered to pupils across key stage 1 and 2. More children attended more clubs than the previous year. Same clubs to run next year alongside introducing 2 more.</i></p>	<p>Sessions to continue next year with 2 more clubs added next year.</p>

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?	21%	<i>21% - Most children do not swim outside of school and only attend lessons when organized and paid for by school.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	21%	<i>21% - Most children do not swim outside of school and only attend lessons when organized and paid for by school.</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>0%</p>	<p><i>Children did not progress enough to start this part of their swim lessons. The priority for swim teachers was on achieving 25metres for as many children as possible.</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>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</p>	<p>5 staff have been trained to assist with swim training.</p>

Signed off by:

Head Teacher:	<i>CLARE P SMITH</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>CLAIR PAVELY</i>
Governor:	<i>RACHEL NUTT</i>
Date:	12 TH JULY 2024