



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.

Total amount carried over from 2022/23	£ 2,169
How much (if any) do you intend to carry over from this total fund into 2023/24?	£ 2,169
Total amount allocated for 2023/24	£ 16,480
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£ 2,169 + £16,480 = 18,649

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
<p>Swimming Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 meters?</p> <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>100% of all Y6 could swim a range of strokes and over 25 meters by the time they left.</p> <p>82% could complete an effective safe self-rescue.</p>	<p>A real strength last year was the development of Teachers/HLTAs confidence in the delivery of poolside lessons. Effective CPD in Shallow Water and excellent teacher planning & resources from Complete P.E/Swim England ensured all pupils got time to build skills and achieve their awards. Each child was also given a Swim Award Passport, which recorded their assessments in. They gained certificates and even an achievement badger at the end of Year 6.</p>
<p>OPAL (Outdoor Play & Learning) 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>We have been chosen to be a flagship school for OPAL and now have our Platinum Award for PLAY. We have been recognised as being in the top 0.5% of OPAL schools in the country! We ran an OPAL Play day with 20 other schools, who came to see how we play and how active our children are during our OPAL time. During pupil perceptions, 86% of the pupils noted that they loved OPAL because it kept them active. Some pupils quoted 'it reboots</p>	<p>OPAL has proved to be a valuable tool to ensure physical activity and personal development for all our pupils. All children participate in 30 minutes of play a day, where they are physically active, using core skills such as strength, balance, stamina and problem solving skills. Behavior across the school has also improved and pupils seem more motivated and keen to learn. Subject Lead is in talks with the OPAL CEO about the</p>

<p>Forest Schools Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.</p> <p>Gymnastics Equipment Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>SEND Celebrations! Key indicator 5: Increased participation in competitive sport</p>	<p>me! 'It allows me to get more energy '. 72% said they enjoyed the physical side of OPAL such as building, moving to make shelters/dens and 46% said they liked using the fitness equipment and climbing too.</p> <p>We managed to secure 3 places for TAs to train as Forest School support workers and 1 Teacher to become another Level 3 Forest School Lead. This had a huge impact on our pupils' Forest School sessions, as it means both key stages can go each week, as opposed to the KS2 Forest School Lead taking one key stage then the other. Staff have built confidence in leading sessions and all staff are motivated and keen to deliver crafts and lead warm up games.</p> <p>Pupils need more challenging equipment/apparatus during gymnastics. Subject lead has noticed their strength and core is an area of weakness in gym. Subject lead to now look into new gym equipment with appropriate challenge for all. All KS2 pupils were able to talk about key skills they had learnt last year in gymnastics, such as landing, sequencing, mirroring, symmetry & asymmetry routines, moving with fluency and control. Evidence of skills learnt had been recorded and added to google drive.</p> <p>SEND participation was great this year. All SEND pupils took part in key whole school community</p>	<p>possibility of sharing our OPAL journey with the International schools who have signed up for it.</p> <p>Forest school is a key part of our school week and it has a huge positive impact on our family community. Our pupils lead their play and have created their own areas. Subject lead to think about how we can ensure ALL pupils show woodcraft skills, including those with SEND.</p> <p>Keeping evidence of skills is a great way to show progress across the school. Staff focus on 3 to 4 pupils of different ability to see if knowledge of skills and progress can be made after a unit of sport.</p> <p>Subject lead to ensure SEND pupils have sports provision through the FHSSP for 2023-24. She will also look into more</p>
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	<p>sporting events and inter school events too. 12 pupils with SEND also took part in a SEND Panathlon workshop where they worked on key skills. 100% of the pupils said they enjoyed the activities and felt proud representing their school. 92% said they found the games easy, 8% said they were tricky, but they liked to go again.</p>	<p>sensory-based physical activities for those with SEND who have complex sensory needs.</p>
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Key priorities and Planning

This planning template will allow schools to accurately plan their spending.

Action plan developed - 20.9.23

Updated 20.1.24

Updated 2.5.24

Updated 21.7.24

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>Innovate our Daily Mile sessions. Introduce the MOKI fitness initiative by Autumn 2024.</p>	<p>Motivate all pupils to re-engage more enthusiastically and actively in the Daily Mile.</p> <p>Allows all pupils to work on their overall stamina and improve their fitness level.</p> <p>Encourages personal 'best' skills, such as self belief, self esteem and sporting confidence.</p>	<p>Key indicator 2 -The engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities. With Daily Mile & OPAL we can actively commit to meeting the 30 minutes a day of physical activity.</p>	<p>£3000 costs for MOKI System and fitness wristbands with class leaderboards.</p>

<p>Enhance Gymnastics equipment to include more challenge for pupils.</p>	<p>Develops Pupils skills in climbing/gymnastics.</p> <p>More self confidence in all pupils in gymnastics and physical skills.</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>All KS2 pupils will develop stamina and strength. Being used across the school will ensure skills can be built on. Evidence of skills learnt had been recorded and added to google drive.</p>	<p>£5000 for new challenging gym equipment.</p>
<p>Develop outdoor learning, teamwork and collaborative skills in all age groups, by having an Orienteering day for all as part of MH Week.</p>	<p>Develops pupils skills in orienteering/compass work,etc.</p> <p>More self confidence in leading an activity.</p> <p>Develops collaborative and cooperative skills in all pupils.</p> <p>More self confidence in their own physical performance.</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>All pupils will develop key skills using this activity. These vital skills will then impact personal skills which will be seen in other areas of curriculum. Evidence of Workshops and pupil perceptions of the day will be recorded and added to google drive.</p>	<p>£1000 of the whole day package.</p>
<p>More variety of physically challenging activities,where pupils work on their stamina and self confidence. KS2 to have access to fitness/cricket &</p>	<p>Develops personal best skills and the ability to build stamina and work at a competitive level with themselves.</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>All KS2 pupils will develop stamina and strength. They will try different activities which build key skills. They will be able to challenge themselves more and improve their personal best scores in fitness. Evidence of skills learnt had been recorded and added to google</p>	<p>£1000 boot camp fitness FHSSP Package included circuit training/fitness sessions.</p>

<p>dodgeball clubs. and during PE lessons.</p> <p>YOGA BUGS- Mindful meditation and Yoga sessions for all pupils. Develop their sense of self and ability to be reflective and calm to be able to self regulate.</p> <p>Fitness sessions for all pupils. Develop their stamina and cardio skills.</p> <p>OPAL & Forest school</p>	<p>Develop a mindful state and be in a position to be able to self regulate effectively.</p> <p>Develop stamina and work on cardio skills. Chn work on their personal best scores in fitness tasks.</p> <p>Develop self esteem, confidence, problem solving</p>	<p>Key indicator 2 -The engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</p> <p>Key indicator 2 -The engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</p> <p>Key indicator 2 -The engagement of all pupils in regular physical activity - the</p>	<p>drive.</p> <p>All pupils learn new ways to be calm and mindful. These skills will be continued in class as part of a whole school approach to self regulation.</p> <p>All pupils have had extra physical activity as part of Mental Health Week. In Fun Fitness they will work on cardio and stamina skills.</p> <p>All pupils have daily access to free flow play sessions as part of</p>	<p>Calm Cats Yoga sessions. £600</p> <p>Fun Fitness session £300</p> <p>£1000 resources</p>
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<p>opportunities and extra resources</p>	<p>skills and teamwork through outdoor physical activities at break,lunch & forest school sessions.</p>	<p>Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</p>	<p>lunchtime provision. All pupils attend forest school sessions weekly.</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
<p>OPAL (Outdoor Play & Learning) 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</p>	<p>There has been a massive improvement in whole school physical activity levels because of OPAL provision. Our pupils are more active and it has been evident that being able to be more physically active during play/lunchtimes has improved their physical literacy. During recent pupil surveys, 92% of all pupils said that being able to have free play opportunities and being able to be more physical during these times made them feel calm(green) and ready for their afternoon lessons. One child described this daily provision as a chance to 'reboot' himself into his learning. Many pupils commented on how being active made them feel: happy, refreshed, good about myself and closer to my friends.</p>	<p>Ensure OPAL expectations for play are reintroduced in the new academic year. A new Play charter created with all pupils and staff. Any new areas/stations that encourage physical literacy to be introduced throughout the autumn term. Allocate £500 to encourage more physical activity areas(sit on scooter boards, scooters,bikes,etc).</p>
<p>Introducing a wider range of P.E Curriculum for all key stages Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>OAA- All pupils were able to access OAA- orienteering this year. Being able to offer this to all pupils at their level was great and the skills pupils learnt in OAA were amazing. It encouraged not only physical</p>	<p>Subject lead to monitor OAA across the school and observe a lesson. YogaBugs initiative to be introduced this term, so that staff can access mindful material for their class for movement breaks,etc,</p>

<p>EYFS/KS1 Participation! Key indicator 5: Increased participation in competitive sport</p>	<p>literacy and personal orienteering skills, but teamwork and cooperation skills were also enhanced, particularly in KS1. Subject lead has ensured that in 2024-25 P.E overviews that OAA is taught in the Spring/Summer term in both key stages.</p> <p>YOGA- All pupils have had access to YOGA sessions this year. Mindful practice and self reflection of how to be calm and work on our wellbeing has been a big focus. During Mental Health week, all pupils took part in 'Calm Cat's yoga sessions. During this week, all children learnt how to be mindful and work on relaxation strategies to help them relax when they feel stressed or anxious.</p> <p>There has been more of a focus on KS1/EYFS sport provision this year, with these classes in particular being involved in competitive sports as part of their P.E curriculum. Both year groups have had access to high quality invasion & striking and fielding opportunities. Here, children learned new skills and improved hand/eye coordination. As part of the FHSSP calendar this year, KS1 pupils took part in more competitive games at intra/inter level.</p>	<p>Ensuring KS1 have opportunities to take part in competitive sports has encouraged more enthusiasm and interest in P.E at an early age.</p>
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<p>SEND Participation! Key indicator 5: Increased participation in competitive sport</p>	<p>This opportunity increased sporting confidence and physical literacy skills. Also offering lunchtime clubs in invasion & striking/fielding had developed a real love for sports within this key stage.</p> <p>As a highly inclusive school, we are proud about the level of involvement in sports for our pupils with SEND. Not only have PE lessons been inclusive, through the use of new Adaptive task cards/resources from Complete P.E, but our pupils with SEN have taken part in competitive intra/inter events this year.</p>	<p>Ensuring all pupils with SEN have opportunities to take part in competitive sports has encouraged more enthusiasm and interest in P.E with these pupils.</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?	100%	All our Y6 pupils learnt to swim over a distance of 25 metres.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	93%	<i>The 1 x Y6 child who could not complete a range of strokes is a pupil with SEND. He continued to go swimming after the Y6 slot was finished, but even with another 6 weeks of swimming and working on his stroke, he did not achieve the range of strokes award.</i>
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	93%	<i>Again the same pupil as above did not perform a safe resume safely.</i>

<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>	<p>Teachers & HLTAs were trained in their Shallow Water award in July 2023. All Teachers & HLTAs deliver high quality swimming sessions using the Complete PE/Swim England Resources. All children receive a Swim England passport to record their swimming achievements in. At the end of Y6, these passports are given to the children who have achieved Swim England awards, alongside a swimming badge and certificate.</p>

Signed off by:

Headteacher	<i>Anna Syer- Head of School</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Zoe Maguire- SENDCo/P.E Lead</i>
Governor:	<i>Tamsin Minty- PE Governor</i>
Date:	31.7.24