



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.

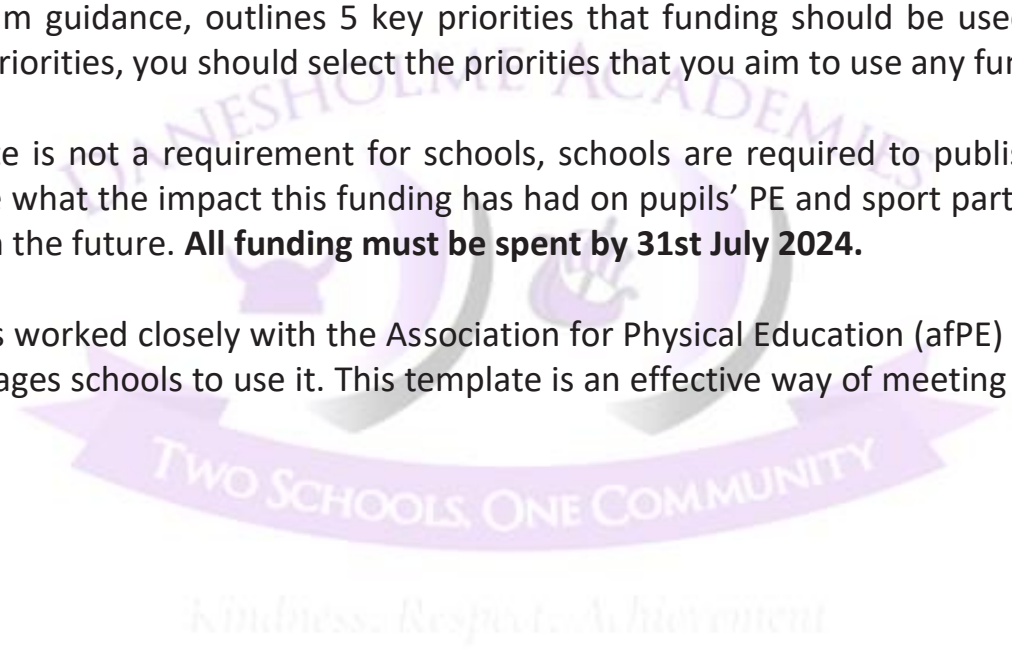


The Primary PE and sport premium should not be used to fund capital spend projects; the school's core budget should fund these. Further detail on capital expenditure can be found in the updated [Primary PE and sport premium guidance](#).

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
<p>Participation in GAT membership PE days and use of GAT support to develop subject knowledge of academy staff and PE lead.</p> <p>Physical activity levels within school have increased with introduction of new play leaders and midday supervisors are very keen to get this up and running again to ensure maximum opportunities for children are raised.</p> <p>Children can experience a wider range of sports with some unique opportunities targeting low engagement as well.</p>	<p>Staff who have had training across the academy feel more confident to deliver high quality PE lessons and how to link cross curricular themes.</p> <p>Physical development delay and irregularities have been highlighted through Head teacher and PE adviser discussions and walkthroughs with CPD organized to support home learning and teachers with this.</p>	<p>Continue this in 2023/4 and consider wider opportunities for children locally as many organizations do not have much available on offer for Key Stage 1. Explore intra school opportunities run by staff and link to a physical activity reward system.</p> <p>To continue to build upon this focus to underpin an active foundation across the school not only to enhance physical activity levels across the board but to help with children's emotional regulation which is having an impact on learning for some children. With a view to support parents with this at home through information newsletters designed to enhance fine and gross motor skills at home.</p>

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 and next steps
<p><i>Enhance Quality of Teaching in the curriculum across the academy.</i></p> <p><i>Implement a new scheme of work after a trial period.</i></p> <p>Participation in GAT membership PE days and use of GAT support to develop</p>	<p><i>Provide additional sustainable CPD opportunities for staff. New scheme of work trial for sequence of lessons.</i></p> <p><i>Staff feedback is very positive, and staff are continuing to trial. Staff questionnaire to be completed in December to address any issue CPD needs.</i></p> <p><i>Staff CPD to be delivered by Allison Consultancy across many lesson areas to enhance teacher confidence and subject knowledge. With a big emphasis on ensuring lessons are inclusive, make maximum use of new</i></p>	<p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i></p> <p>Key Indicator 3 – The Profile of Physical education and School Sport is raised across the school as a tool for whole school improvement.</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</p>	<p><i>Sessions modeled to teachers in the use of the new curriculum and how to use visualization of added media resources to enhance demonstrations in lessons and more active and engaged sessions. Also, shows staff the variety of ways to use equipment in order to incorporate inclusivity and scaffolding.</i></p> <p><i>STEP principles demonstrated by PE adviser during demonstration lessons with new equipment purchased to ensure staff create and deliver lessons that are progressive and developmental.</i></p>	<p><i>£695 annual subscription</i></p> <p><i>Primary dance workshops. £2216</i></p> <p><i>Continue to use Primary PE Planning scheme or work and use staff voice questionnaire in the summer term to identify key issues arising and what further training is needed.</i></p> <p><i>GAT package £1700</i></p> <p><i>Outside dance</i></p>

<p>subject knowledge of academy staff and PE lead.</p> <p><i>Develop Play leaders to improve positive playtimes and more opportunities for children to be active.</i></p>	<p><i>equipment specifically purchased to enhance sensory development and to explore cross curricular learning opportunities i.e phonics, numeracy.</i></p> <p><i>Teaching assistants and MDSA to receive training to aid culture of positive play and physical development opportunities within the school to align with the growth mindset foundation of expectations.</i></p> <p><i>New Play leaders to be recruited and children will receive training to run activities at playtimes. To help boost physical activity and peer relationships. This will</i></p>	<p>60 minutes of physical activity per day, of which 30 minutes should be in school.</p> <p>Key Indicator 3 – The Profile as of Physical education and School Sport is raised across the school as a tool for whole school improvement.</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><i>Lead MDSA to be identified to be responsible for delivery of sessions daily.</i></p> <p><i>Areas of the playground to be zoned and clearly marked to reflect orderly game play and which areas are for free flow play. Suitable equipment to be used only due to the high volume of children and variety of ages accessing the area.</i></p> <p><i>Instructional documents to be given to MDSA to ensure smooth running of the provision.</i></p> <p><i>30 minutes a day tracker to be explored next year to show sustainability and</i></p>	<p><i>agency. £812</i></p> <p><i>Allison Consultancy additional days booked £4000.</i></p> <p><i>Training went well with year 2 children, but it was felt that due to some changes it would be more appropriate for the Year 1 children to carry this training forward next year alongside the guidance of a nominated MDSA to support organization and consistency of sessions.</i></p>
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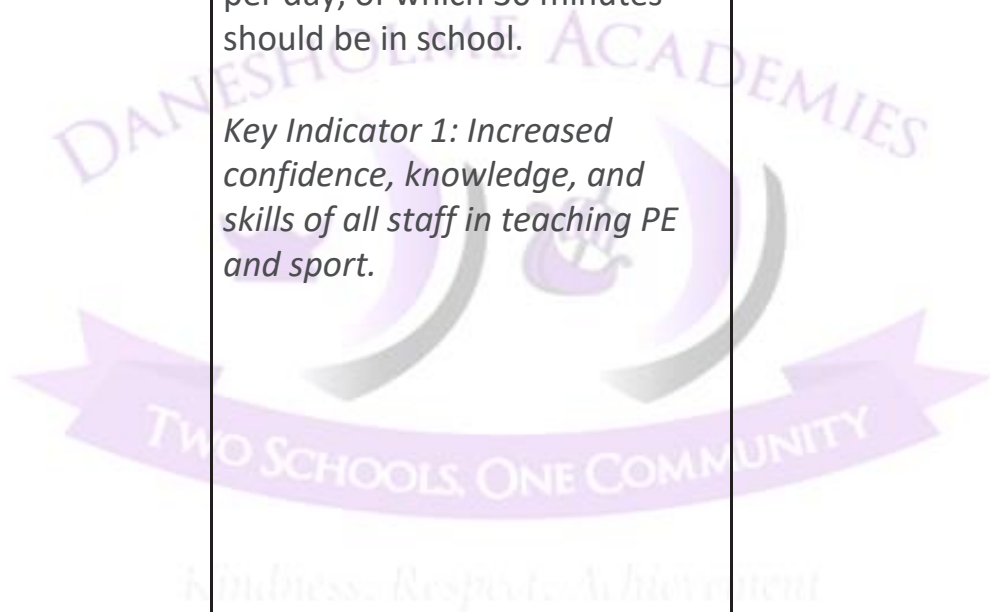
<p><i>Ensure all children can engage in 30 minutes a day of healthy, physical activity in school.</i></p>	<p><i>have a cross curricular focus to support the PSHE and PE curriculum. All Staff CPD will ensure that play leaders are supported with this.</i></p> <p><i>Using Go Noodle/ 5 a day/cosmic yoga to get children moving for 5-minute periods every half an hour.</i></p> <p><i>Teachers are using White Rose Maths and are completing physically active warm ups to enhance learning. Teaching assistants to enhance this learning during sensory circuits and playtimes to compliment learning in the classroom in a kinesthetic way.</i></p> <p><i>Focusing on children with social and emotional</i></p>	<p>Key Indicator 3 – The Profile as of Physical education and School Sport is raised across the school as a tool for whole school improvement.</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>Key indicator 5: Increased participation in competitive sport.</p>	<p><i>consistency of use of available resources that extend physical development.</i></p>	<p><i>GAT membership</i></p> <p><i>Develop further achievement through 2024-25 plans to continue to support and sustain the ongoing legacy of whole-school priorities. Continue to reflect on pupil voice and staff voice to get accurate and up to date feedback on services provided in school and the culture of development across the school.</i></p> <p>£816</p> <p><i>Physical development checklist to be completed by new intake of reception children to access fundamental movement skills etc.</i></p>
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<p><i>Sensory Circuits Inclusive physical activity group with enhanced equipment purchased to challenge core strength, increase dexterity, enhance focus on resilience and perseverance.</i></p>	<p><i>regulation needs. Daily physical activity circuits focused on core strength and physical development to aid lesson progression. Using larger apparatus to develop finger strength and core stability to help children progress with classes. Staff training identified and equipment to be purchased in the spring to facilitate this.</i></p> <p><i>Apply through the COTSSP (Corby, Oundle Thrapston School Sports partnership) event register. Using the new scheme of work trial the last sessions of a unit are</i></p>	<p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</i></p>	<p><i>Support staff to ensure activities are well led and suitably progressive for the children involved. New resources to be explored for use to ensure children remain stimulated and engaged with desired outcomes.</i></p> <p><i>More extracurricular links will help with pupil's physical social and emotional development of learning and help strengthen their wider experiences in school.</i></p>	<p><i>core strength, balance to act as a benchmark for progress. This will help the school focus on areas of physical development that need to be supported to complement whole school learning and improvement.</i></p> <p><i>Explore mentoring and well-being sessions to further develop links to the more vulnerable children, thus benefiting the whole child and has positive whole school impact</i></p>
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<p><i>All children can access inter and intra- school competitions.</i></p>	<p><i>dedicated to a class/house tournament.</i></p> <p><i>Complete equipment audit and purchase equipment in line with activities offered in new scheme of work and highlighted as areas needing updating.</i></p> <p><i>Purchasing necessary equipment for playleader sessions and non-traditional sports.</i></p>	<p><i>Key indicator 5: Increased participation in competitive sport.</i></p>	<p>More children will be active during lunchtimes making behaviours more manageable.</p> <p>More pupils will participate in physical activity throughout the day reaching their 30 minutes a day in school. Positive attitudes towards PE will develop more across the academy as PE takes on a different look in breaktimes.</p> <p>Pupil voice (with play leaders as well) and feedback from lunchtime staff will be evidence of this. Learning walks during breaktimes.</p>	<p><i>Continue to find events suitable for KS1 and to explore connecting with the junior school to run sessions alongside upper KS2 to aid with transition and leadership skills.</i></p>
<p><i>Provide additional and sustainable opportunities for children such as non-traditional sports at break and lunchtimes and after</i></p>	<p><i>All pupils can attend clubs offered by staff and external agencies. Last pupil's voice showed that children really love the clubs on offer and so Mad 2 dance provider has been booked again for this year.</i></p> <p><i>Some families do not</i></p>	<p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p> <p><i>Key Indicator 3 – The Profile as of Physical education and School Sport is raised across the school as a tool for whole school improvement.</i></p> <p><i>Key Indicator 2 -The engagement of all pupils in</i></p>	<p><i>Further develop the PE Journey intent to strengthen links to</i></p>	<p><i>Continue to develop sessions focus on developing the well-being of our children through simple, healthy, physical activity and relaxation strategies.</i></p>

<p><i>school clubs through Danesholme community of schools.</i></p> <p><i>Pupil voice to identify children's opinions of new scheme of work and clubs offered.</i></p> <p><i>Research to be completed locally to further extend the breadth of clubs that could be offered to children such as : archery and non-traditional games</i></p>	<p><i>have as much access to open space play/ sports clubs/family circumstances, and this is reflected in children's physical levels and social and emotional regulation. ELSA (in school) intervention can also aid with pupil progress in this area identified.</i></p> <p><i>Due to a new scheme of work implemented this is ongoing to ensure all children have access to the right equipment and to meet the target of active and high-quality lessons.</i></p>	<p>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 3 – The Profile as of Physical education and School Sport is raised across the school as a tool for whole school improvement.</p>	<p><i>the whole-community of schools (D.I.A, D.J.A) Intent statement e.g. Healthy eating and children's understanding between engagement in healthy physical activity programmes and the importance of healthy eating to show a clear progression in transition to the Junior school.</i></p>	<p>£7211</p>
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<p><i>Using budget to improve equipment and facilities.</i></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><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i></p>		
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<p><i>Daily mile. To increase physical activity levels of children to boost stamina and concentration.</i></p>	<p><i>Promotion of healthy lifestyle within school and to parents to ensure children get the best possible opportunities to learn and be in a safe and healthy environment.</i></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><i>To aid with overall fitness and development of children and to run similar drop in sessions with parents to foster their support with PESSPA learning and how it affects all aspects of the child’s learning in school.</i></p>	<p><i>Due to circumstances this will be reviewed and looked at for the next academic year ahead.</i></p> <p><i>Information sheets have been sent home to parents to advise on how to aid with their child’s physical development. Parents have given feedback to say this is well used.</i></p>
<p><i>Dance and music and movement</i></p>	<p><i>Physical development and coordination skills have been highlighted as a major area of concern for many children and wrap around curriculum support is offered for children through dance.</i></p>	<p>Key Indicator 3 – The Profile as of Physical education and School Sport is raised across the school as a tool for whole school improvement.</p>		
<p><i>After school club with games</i></p>	<p><i>Children have daily opportunities to boost physical skills first thing in the morning and regular emotions prior to leaning.</i></p>	<p>Key Indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all</p>		<p><i>£380</i></p>

<p><i>Introduce additional, inclusive competitive sports such as goal ball in PE lessons and then with the aim to offer another club.</i></p>	<p><i>Equipment to be purchased during the spring term to facilitate this and to be trialed in PE lessons.</i></p>	<p>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><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p> <p>Key Indicator 3 – The Profile as of Physical education and School Sport is raised across the school as a tool for whole school improvement.</p>		<p><i>This is an area to be explored next year with a key focus of linking with literacy and numeracy in lessons.</i></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><u>Quality of PE curriculum</u> Enhance Quality of planning and teaching across the curriculum within the academy and enhance teacher confidence and subject knowledge.</p>	<p>Continue to use Primary PE Planning scheme of work and use staff voice questionnaire in the summer term to identify key issues arising and what further training is needed. Feedback from staff has been resoundingly positive and that children are enthused by the lessons.</p>	<p>Staff to continue to build upon becoming more familiar with the new scheme and to adapt accordingly. Focused training to be coordinated to ensure progressive and development of key knowledge and staff confidence in line with whole school priorities as a result of annual staff quality assurance.</p>
<p><u>PESSPA activity levels</u> Develop a more active culture through Play leader/ support staff training to improve positive playtimes and more opportunities for children to be active. Enhance active learning opportunities throughout the school curriculum by linking this with other subjects identified.</p>	<p>Staff are more confident in their delivery of sessions and express the difference this is making to children especially at the start of the day. Overall PESSPA activity opportunities have been used daily and this is an area to continue to expand on. Staff and pupils are positive about this.</p>	<p>Continue to develop and strengthen links between PESSPA and phonics to continue improvement in literacy skills through a kinesthetic approach. Next cohort of year 2 children identified as successive play leaders to continue the good work.</p>
<p><u>Inclusive PESSPA</u> Inclusive Sensory Circuits physical activity group with enhanced equipment purchased to challenge core strength, increase dexterity and focus on resilience and perseverance.</p>	<p>Continue to promote this throughout the academic year and into the following year. Ensure equipment is up to date and available for all opportunities. PE lead to</p>	

<p><i>Sensory circuits developed to offer additional support to targeted children.</i></p> <p>As part of GAT package, use of 5-a-day scheme.</p> <p>This tracks which class is the most active and when promoting movement in the classroom. To explore active sessions in other curricular areas. Timetabled for all classes. Achieved by-go noodle, 5 a day, Maths of the day.</p> <p><i>Good resourcing for PESSPA</i></p> <p>Audit, equip new equipment to deliver new scheme of work.</p> <p>Accommodating have enough equipment for playground games without compromising the selection of equipment available for curriculum lessons.</p> <p>Specific equipment purchased to enable adaptation of learning for SEND children supported with CPD by Allison Consultancy.</p>	<p>conduct regular checks with H&S equipment sheet and have discussion with lead dinner staff.</p> <p>Remind staff of 5-a-day schemes or activities that can be used in the classroom, especially in afternoons when 2+ curriculum subjects are taught.</p> <p>Celebrations slots in briefings /assemblies to share successes/good resources.</p> <p>-PE leader to continue the '5 a day' scheme which involves a range of short activities lasting 5 minutes which improve health and fitness in a dance style format.</p>	<p>PE Lead to continue to identify opportunities and resources to support classroom based, healthy, physical, active learning opportunities to help meet 30 Minutes a Day requirements for every class</p> <p>To enhance on PESSPA, by demonstrating success and celebration slots in briefings /assemblies to share successes/good resources.</p> <p>PE leader to continue the '5 a day' scheme which involves a range of short activities lasting 5 minutes which improve health and fitness in a dance style format.</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?	N/A	<p><i>Use this text box to give further context behind the percentage.</i></p> <p><i>e.g., 30% - we are struggling to get pool space due to our local pool closing so we have had to use a much smaller local school pool. We have had to limit the number of pupils attending swimming lessons during one term which means some pupils have attended fewer swimming lessons than others.</i></p>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	N/A	<p><i>Use this text box to give further context behind the percentage.</i></p> <p><i>e.g., Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2024</i></p>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	N/A	<i>Use this text box to give further context behind the percentage.</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>	N/A	
<p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	N/A	

Signed off by:

Head Teacher:	<i>Mrs. Carol May</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Mrs. Carol May</i>
Date:	Reviewed 19.06.2024

