



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/actions |
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| All children in KS1 accessing regular brain breaks | Children are more often regulated and able to focus and learn during lessons. | Continue into next year |
| Implemented structured playtime | Children taking part in games and skills during play and lunchtime. Increased element of being active. | Develop playleaders to be able run structured play. |
| Profile of PE raised across school by continuing with sporting value assembly. | Children and parents are becoming more aware of sporting values and are understanding the importance of developing such values as part of the wider PE/sport curriculum. | Timetable assemblies ahead of time as part of School Improvement Cycle to ensure all take place and parents are able to attend. |
| Sports day held over at the Astro pitches. | Sports day success of all children showing resilience and enjoying themselves even when coming last in races. Wider community involvement effectively nurtures relationships within school's locality. | Pitches to be booked in advance for next year. |
| Introduction of KS1 children coming to school on PE days wearing their PE kit. | More children able to always participate in PE as appropriate footwear always worn. No curriculum time wasted with changing. Allocated PE time is dedicated to the curriculum. | Staff reported success. Positive feedback from parents. |

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 |
|--|---|---|---|---|
| Increase physical fitness and improve mental readiness in a morning during non active part of day. All teachers to do 5/10 mins wake up/go noodle/yoga/aerobics session etc for specific points in day when children are less active. | Children Teaching staff | Key indicator 1 The engagement of all pupils in regular physical activity – | Regulated a number of children with identified SEMH needs. Children more ready to learn and able to concentrate Children with behaviour needs are motivated by the additional physical activities provided. | <i>No cost</i> |
| Provide opportunities for children to take part in structured sporting activities at lunchtime -PE specialist coach employed 3 lunchtimes a week to provide structured games/skills. -Additional lunchtime supervisors/LSA (play leaders) deliver structured games/skills -D.Bennett (Sports leader from JMAT) visit each week to provide CPD training for SMSA | F2 and KS1 children SMSA Play leaders | Key indicator 1 The engagement of all pupils in regular physical activity Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | Zones introduced Quiet areas, construction and role play. Ball area for skills x 3 each week Behavior incidents reduced on days when these activities were up and running. Due to young age sustainability of playleaders difficult to maintain | <i>£8550 (Sports coach)</i> <i>Additional supervisor/LSA £3900</i> |

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| <p>Promote positive awareness of sport and physical activities to encourage an increase in participation in leading an active healthy lifestyle.</p> <p>-Continue with Sporting Value assembly every half term to ensure the whole school is aware of the importance of PE and Sport</p> <p>- Post assembly slides on school social media sites so parents are aware of our of school sporting values -</p> <p>- Update Sporting value assembly display each half term.</p> | <p>All children School staff Parents</p> | <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> | <p>-Profile of sporting values is raised. Teachers referring to values across PE lessons.</p> <p>-In addition to the impact on physical skill and ability children demonstrate improved sporting values e.g. determination, teamwork</p> <p>-Sports day success of all children showing resilience and enjoying themselves even when coming last in races.</p> <p>-Wider community aware of sporting success at KPI.</p> <p>-KS1 children came to school in kits on PE days – ensured all children could always participate in PE lessons.</p> | <p><i>Cover cost for PE leader for release time £735</i></p> |
| <p>Improve the quality of PE lessons through increasing staff subject knowledge</p> <p>-Trial full use of Imoves teaching resource over course of year for all units.</p> <p>-Team teach lessons alongside Sports coach</p> <p>- Team teach lessons with DB (sport teacher from JMAT)</p> | <p>Teaching staff F1, F2 and KS1 children</p> | <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> | <p>Imoves fundamental lesson successful in Autumn.</p> <p>Staff reverted back to previous used gymnastics and object control planning.</p> <p>All teachers teaching alongside sports coach and JMAT sports teacher to gain CPD</p> | <p><i>(part of Sports coach funding)</i></p> <p><i>Imoves £499</i></p> <p><i>JMAT £1700</i></p> |

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| Increase level of participation of all children in PE lessons and provide an increased level of support/skill development/encouragement for lower achievers | Lower attaining children | Key indicator 1 The engagement of all pupils in regular physical activity | During team taught sessions lower achievers to be identified quickly. | <i>(part of Sports coach funding)</i> |
| Resources allocated for specific playtime and lunchtime use to promote physical play Resources allocated for curriculum | All children | Key indicator 1 The engagement of all pupils in regular physical activity | PE lessons and outdoor time provision provided | £1000 |
| Provide opportunities for a wider range of activities both within and outside the curriculum in order to get more pupils involved. Ensure access for all children. 2 weekly afterschool clubs run by PE coach. Annual school trip be allocated to sports element at EIS | All children in KS1 and F2 | Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | Autumn 1 and 2 Football club: 9 children Gymnastics/dance: 13 children Spring 1 Multisports: 10 children Lego: 20 children Spring 2 Gymnastics/dance: 19 children Lego: 19 children Summer 1 Dodgeball/football/hockey: 12 children Lego: 19 children Summer 2 Athletics/sports : 15 children Lego: 20 children | <i>(part of Sports coach funding)</i> |

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| <p>Increase motivation and participation of all children during sports day Sports day over at Astro turf pitches to allow greater access for parents and raise status of the day.</p> | <p>All children in KS1 and F2 Parents Local community</p> | <p>Key indicator 5: Increased participation in competitive sport</p> | <p>Sports day success. Large turn out of parents. All children taking part. Parents took part in races.</p> | <p><i>Additional support cost for LSAs x 2 £270</i></p> |
| <p>Increase amount of competitive sport opportunities for pupils. Participate in appropriate festivals with local schools as part of Wales cluster</p> | <p>All children in KS1</p> | <p>Key indicator 5: Increased participation in competitive sport</p> | <p>Multiskills Y2 : 12 children Y1/F2 25 children Matball Y1 : 26 children Y2 : 27 children Gymnastic and dance festival : 3 classes 10 base rounders Y1 : 12 children Y2 : 39 children</p> | <p><i>Additional support cost for LSA £135</i></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 |
|---|---|--|
| Full use of Imoves resource | Not all elements of resource were successful | PE leader to trial Complete PE next year |
| Participation in Wales cluster events | All children took part in an event up at the High school. All children given opportunity to take part in more than one event. | Cost to be incurred for this next academic year. |
| All teachers team taught alongside sports coach and JMAT sports teacher | All children fully supported in every PE lesson with extra expertise and adult within in each lesson | New actions for next year to be put in place with no longer employed sports coach. |
| Sporting Value assembly | Sporting Value assembly well received. Teachers able to thread through into lessons of good sporting values to promote resilience and positive attitudes around taking part in physical activities. | Teachers to nominate 2 per term and SMSA to have nomination for 2024/2025 |

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 | N/A |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? | N/A | N/A |
| What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations? | N/A | N/A |
| 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? | N/A | N/A |
| Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety? | N/A | N/A |

Signed off by:

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| Head Teacher: | <i>Rachel Idell</i> |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | <i>Jeni Clay (PE leader)</i> |
| Governor: | <i>Matthew Hall</i> |
| Date: | <i>11.7.24</i> |