



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
Water safety and confidence. 77% of the cohort completed level 1 swim England assessment and beyond. 100% knowing how to perform self-rescue.	More children were going to middle school on track to meet the national curriculum requirements for swimming that need to be reported at the end of KS2. ALL children show confidence in the water and know how to stay safe in and around water.	This needs to continue to be a priority for St George's as most children do not access swimming outside of school. PE leader to ensure a strong swimming curriculum and lessons on water safety outside of the pool are covered.
For ALL children to be active at lunchtimes.	Trim trail has proven a big success with 100% of year 1-4 using it weekly. Childrens voice highlights the enjoyment of playtimes and the range of games/equipment they use.	Continue to promote activity levels with a variety of games provided. Look to provide structured games for ks2 on a larger scale and continue to develop play leaders.
Implementing a robust and progressive curriculum through PE hub.	Lessons observed have been progressive and children can recall the skills learnt. Children show confidence in PE lessons and understand why its important to keep fit.	Curriculum needs to be adapted for single year group use and monitoring needs to continue to ensure consistency and impact.

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? (see key achievements too!)	Cost linked to the action
Introduce lunchtime clubs and continue with a range of after-school clubs throughout the year.	Lunchtime supervisors / teaching staff, coaches - as they need to lead the activity. pupils – as they will take part.	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. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	<i>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities. Signpost and inspire them to try new sports/activities.</i> <ul style="list-style-type: none"> • <i>Childs voice</i> • <i>Observations at playtimes.</i> • <i>Fitbit steps</i> 	£5000 costs for additional coaches to support lunchtime sessions.
To buy PE hub subscription for the year.	Children develop physically completing movement/skill and tasks through a structured progressive programme. Teachers- To teach confidently with support resources and progressive documents to follow.	Key indicator 1 – Increase the confidence in staff because of the knowledge and progressive skills being provided when teaching PE lessons. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils as the curriculum map is planned using this scheme.	<i>Increase teachers' confidence in delivering PE. Children can recall and demonstrate key teaching points for successfully completing a movement/skill/task. Recall rules, strategies or tactics taught and demonstrate them. Recall and demonstrate healthy participation and benefits of exercise.</i> <ul style="list-style-type: none"> • <i>Observations / child's voice</i> 	£400 cost of the subscription

<p>Jump start Jonny subscription</p>	<p>Children – participate/ follow videos. Teachers – to support the delivery of more physical exercise throughout the day.</p>	<p>Key indicator 2 -The engagement of all pupils in regular physical activity – use as part of active breaks/activity daily. Helping develop key movements and increase attentiveness.</p>	<p><i>Childs voice.</i> <i>Observations</i> <i>Childrens engagement with the videos and monitor the use within classes.</i></p>	<p>£300 for subscription.</p>
<p>Moki band updates/batteries</p>	<p>Children – To ensure they continue to use them and they track correctly. Teachers – checking, recording activity and participating in competitions across the school.</p>	<p>Key indicator 2 -The encouragement of engagement of all pupils in regular physical activity.</p> <p>Key indicator 5 – The participation in competitive sport/ physical activity by having individual/class and school challenges.</p>	<p><i>Regular checks of bands.</i> <i>Data collected by CH.</i> <i>Target setting for children to reach (5000).</i></p>	<p>£200 for batteries/upkeep of bands.</p>
<p>Buy equipment to ensure curriculum and extra curriculum sports (adapted Sept 23) are fully resourced (Badminton, Vollyball, Archery).</p>	<p>Teachers – enables them to teach and deliver effective lessons. Children – To engage in a range of sports with correct equipment.</p>	<p>Key indicator 2 -The encouragement of engagement of all pupils in regular physical activity.</p> <p>Key indicator 5 – The participation in competitive sport providing inter competitions in classes with enough equipment to provide it.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils within the curriculum and extra curriculum.</p>	<p><i>All units are resourced.</i> <i>Feedback from teachers.</i> <i>Equipment used to provide a range of clubs throughout the year.</i></p>	<p>£4000</p>

<p>CPD for teachers</p>	<p>Teachers across the school. Lunchtime supervisors Tas</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<p>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, including other staff at lunchtime. Also including teaching water safety and swimming and as a result improving % of pupil's attainment in PE.</p>	<p>£400.</p>
<p>Join a pyramid of school's sports events.</p>	<p>Children – All children a chance to participate in competitive sports and go to a range of sporting activities across the year. Teachers – CPD opportunities, learning from others at events. Sharing of knowledge/equipment.</p>	<p>Key indicator 5: Increased participation in competitive sport. Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport</p>	<p>Childrens enjoyment Participation in competitive sports. Develop further links with schools/providers</p>	<p>£1000</p>
<p>Increase the profile of PE. Inspired by others/sports/ Local teams Visit from Jump start Jonny</p>	<p>Children – Broaden their horizons, become inspired.</p>	<p>Key Indicator 3: raising the profile of PE and sport across the school, to support whole school improvement</p>	<p>Trust event organized.Trophy awarded and pride of place in school. All Year 4 children took part. Sustainable for future years. Jump start Jonny visit.</p>	<p>£1000</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
Trust and pyramid events. We have attended 6 events across the year and made a good link with the middle school who provides the service. They have been able to provide sports leaders to assist on our school events too.	All children across school have benefitted and thoroughly enjoyed the events. Year 1 – multiskills Year 2 – sports hall athletics Year 3 – Invasion games Year 4 – Hockey, invasion games and athletics This has built upon team skills which are promoted within lessons. Links with the first schools and middle/high school providers have enabled us to engage in further activities such as trampolining and advertising for outside of school clubs/events. Additional sports leaders have enabled smooth/competitive events to be held in school – more opportunities to compete. Positive feedback from 100% of children attended felt they had increased confidence and skills.	This has been effective and is something we will continue with next year. Dates will be sent out in Autumn Term to enable the PE lead to plan all into the calendar. Meeting indicators: 1,2,4,5.
Visit from Jump Start Jonny.	This has raised the profile of PE across the school. Children still talk about it now and 78% of the school say it has been the highlight of their year. He visited all classes from Nursery-Reception and danced all morning emphasising the importance of exercise and focused on well-being. How it makes you feel. All children joined in enthusiastically and continue to use Jump Start Jonny daily in their classes as part of their active 30 minutes. Reminders are in each class (photos, poster, certificates) and a whole school display in the main corridor.	We will continue with the subscription next year to continue to promote engagement and active levels across the school. Meeting indicators: 2,3
New sports/equipment brought to teach new units in our curriculum	Badminton was taught to year 4 and Golf/archery as an afterschool provision. This has been a huge success with Year 4 thoroughly enjoying it. 100% commented how they enjoyed this unit and it would be something they would try out of school/middle school. Equipment was effective in teaching a progressive sequence of skills and accessible to all.	Badminton will remain on the long term plan and will be used in clubs/opportunities outside of curriculum time. Meeting indicators: 1,2,4,5.

CPD of staff	Another member of staff now swimming trained. Brings annual cost down and sustainable/long term impact. Children's confidence with known member of staff increased too. With highest % so far of year 4 displaying water confidence at 100% and 77% able to float unaided.	Sustainable and will continue to teach swimming next year. Meeting indicators: 1,2.
Clubs	All clubs full capacity across the year. With waiting lists for KS2. New sport Martial arts clubs very popular running across 2 terms allowing 60 children per key stage to attend- over 50%. Lunchtime club successful, promoting more organised games across the week and inspiring the Year 4 play leaders.	Signed up with consistent provider for clubs and focusing on Early Years to build fundamental skills next year and interventions across the key stages as additional. Meeting indicators: 2,3,4,5.

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?	NA %	<p><i>Data for Year 4 children, as we are a first school. WE predominately focus on water safety and confidence in all children.</i></p> <p><i>100% of year 4 know what to do in an emergency and how to keep safe around water/know self-rescue techniques.</i></p> <p><i>100% display water confidence.</i></p> <p><i>7 out of 46 can already swim 25 metres confidently.</i></p>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	NA%	<p><i>15% of cohort in Year 4 can confidently swim at distance using the strokes.</i></p> <p><i>39% = 18/46 can use strokes front crawl and back stroke effectively.</i></p>

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	NA%	<i>86% able to float unaided and 100% know what to do in the case of an emergency.</i>
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	Majority of our children have not visited a pool before going swimming with the school. Therefore it is essential to use PPSP funding to do additional top up lessons to ensure children develop water confidence and have more opportunities to work to these national requirements. 36/46 children had not visited from the year 4 cohort this year.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	1 member of staff was trained this year for school swimming. Therefore the two teachers who accompany swimming teach alongside a swimming instructor at the swimming baths. This enables 3 small ability based groups to enable the best support and progress in the time allocated.

Signed off by:

Head Teacher:	<i>Claire Martin</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Chloe Haines PE subject lead.</i>
Governor:	<i>David Snell – Chair governor</i>
Date:	18/07/2024

