

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](#).

by:

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.

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

Activity/Action	Impact	Comments
<p>1. Engagement of all pupils in regular physical activity.</p> <p>2. Profile of PESSPA raised across the school as a tool for whole school improvement.</p> <p>3. Increased knowledge and confidence amongst staff.</p>	<p>All children were active for a minimum of 30 minutes a day.</p> <p>P.E. lead given training on physical literacy and chance to attend cluster meetings. Active lessons e.g. Maths encouraged and SEND competitions entered e.g. table top cricket.</p> <p>Upskilling through CPD opportunities - teacher voice says that all teachers feel more confident teaching P.E. now.</p>	<p>New equipment and clubs e.g. basketball particularly popular.</p> <p>Dance, gymnastics, tennis, cricket and rugby sessions mentioned by different</p>

		staff as being useful.
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<p>4. Broader experience of sports offered to pupils.</p>	<p>Wide variety of clubs on offer along with numerous competitions entered. By the end of Y6, 70% of pupils had participated in a club/represented the school.</p>	<p>Children voice - children have asked which clubs they want and enjoyed being given the chance to represent the school in kit.</p>
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This planning template will allow schools to accurately plan their spending.

<p>Action – what are you planning to do</p>	<p>Who does this action impact?</p>	<p>Key indicator to meet</p>	<p>Impacts and how sustainability will be achieved?</p>	<p>Cost linked to the action</p>
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<p><i>Change in lunchtime sport sessions/activities for KS1 pupils.</i></p> <p><i>Utilising Sports leaders training to support the provision.</i></p>	<p><i>Enhanced opportunity for pupils to be physically active, resulting in more focus during lessons and better behavior amongst individuals.</i></p> <p><i>Playmakers used to develop leadership roles.</i></p>	<p><i>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.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p><i>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</i></p> <p><i>Widening experiences of pupils</i></p> <p><i>Ensure the less active and engage are attending, especially those who have been most effected e.g anxious, stressed, less confident and competent in PE</i></p>	<p><i>Sports Leaders training and Licer £600 (PPE Covere</i></p> <p><i>Money for new pl equipment so we can increase to LKS2</i></p>
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<p><i>Continuing membership with the local PE cluster to allow access to CPD for staff. Courses and Staff training support</i></p>	<p><i>Healthy Movers improves children's physical development, supports their social and emotional wellbeing and creates healthy, happy children that make a good level of development across the EYFS curriculum.</i></p> <p><i>Balance ability helps learning of gross motor skills, which can accelerate other types of learning and improving early years' daily PA</i></p>	<p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i></p>	<p><i>Develop their physical literacy, enhance their health and happiness and build a strong foundation for an active life.</i></p> <p><i>Increased activity and improved provision across the school. Developed confidence and wellbeing in all pupils</i></p>	<p><i>YST Membership CPD courses – PP Membership costs covered</i></p>
<p><i>Competition for all, appropriate competition for the appropriate pupils</i></p>	<p><i>Continued participation in the School games with a wider selection of children taking part</i></p> <p><i>Taking part in CSG events, cluster festivals and County wide sporting competitions. Taking part in the PPE cluster events and selecting a wider variety of children to have the opportunity to compete in appropriate level of competition.</i></p>	<p><i>Key indicator 5: Increased participation in competitive sport.</i></p>	<p><i>Children can still take part in sports competitions and will learn new skills through new activities and will gain an idea of how to adapt resources</i></p> <p><i>Children will be able to represent their school in sporting events and a register will be kept to ensure a cross section of pupils take part.</i></p> <p><i>Increased confidence, self-esteem and enjoyment of PE.</i></p> <p><i>Increased participation in wider activities no.% increase in club attendance, with ...% of all pupils attending one</i></p>	<p><i>Transport costs for events</i></p>

			<i>or more clubs.</i>	
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<p><i>Engage with community providers to increase pupil opportunity.</i></p>	<p><i>To continue to encourage children to be more active and try new sports and activities. Outside providers will support staff competence and confidence in delivery. Balance bikes to Football delivery to Cross Fit to Dance...</i></p>	<p><i>Key indicator 5: Increased participation in competitive sport.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p><i>Pupils have opportunities to engage with community providers and sustaining participation</i> <i>Staff are more knowledgeable and up skilled</i></p>	<p><i>PPE Cluster offer costs covered</i></p>
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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>Being part of the local PE cluster (PPE). Utilising PPE offer to attend additional activities and opportunities in a variety of sports</p> <p>Dance delivery 6 week block, CPD with Secondary Dance specialist supporting Primary Teacher delivery. Working towards their specific topic area.</p> <p>Competition and school sport for all. New equipment/kit used.</p>	<p>Children will get to take part in a variety of festivals and sporting competitions. Developing the children’s confidence, experiences and social interaction.</p> <p>Staff have thoroughly enjoyed the block of Dance and have continued their delivery. Staff are now confident in their delivery.</p> <p>80% of UKS2 have represented the school in a club or event for the school.</p> <p>New clubs e.g. basketball selected by children as after-school activities, using the new equipment.</p> <p>School Games Gold Mark achieved</p>	<p>To continue to be part of the cluster and upskill new members of staff. Continue work with local partners and community setting. Continue to assess those that are active and engage.</p> <p>Staff would not teach much Dance and not self reliant in this area. Staff are looking forward to again working with the secondary teacher.</p> <p>Children: “I like wearing the new kit.” “I like representing the school and playing other teams.” “I love doing netball now and I want to do it at secondary school.”</p>



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>
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<p>What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?</p>	<p>81%</p>	<p><i>Some non-swimmers arrived later in the t</i></p>
<p>What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?</p>	<p>81%</p>	<p><i>See above.</i></p>



<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water based situations?</p>	<p>81%</p>	<p><i>See above.</i></p>
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<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>N/A</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>	



Signed off by:

<p>Head Teacher:</p>	<p><i>Mrs V Bingham</i></p>
<p>Subject Leader or the individual responsible for the Primary PE and sport premium:</p>	<p><i>Matt Cox P.E. Lead</i></p>
<p>Governor:</p>	<p><i>Grace Werth</i></p>

Date:

23/07/24

