

# The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

Commissioned by



Department  
for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

**Intent** - Curriculum design, coverage and appropriateness

**Implementation** - Curriculum delivery, Teaching (pedagogy) and Assessment

**Impact** - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](https://www.gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as 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 the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2022/23	£0
Total amount allocated for 2022/23	£0
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2024/25	£ 19,010
Total amount of funding for 2024/25. To be spent and reported on by 31st July 2025.	

## Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p><b>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</b></p>	Yes
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</b> 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 2025.</p> <p>Please see note above</p>	
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	

Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes (Booster classes in Summer term for those children who haven't achieved the NC requirements for swimming)
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## Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future

Academic Year: 2024/25	Total fund allocated: £19,010	Date Updated: September 2024	
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			Percentage of total allocation: %
Intent	Implementation	Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
<ol style="list-style-type: none"> <li>Increase the number and range of sporting opportunities across the school.</li> <li>Increase the range of outdoor active learning within the curriculum and physical development at break and lunchtimes.</li> <li>Organised physical activities at break and lunchtimes.</li> <li>Monitor PP and SEND engagement with PE and school clubs.</li> <li>Raised attainment for swimming</li> </ol>	<ul style="list-style-type: none"> <li>Encourage outdoor physical activity where possible.</li> <li>Teachers incorporate movement breaks into their daily timetable.</li> <li>Training for Sports Council Play Leaders and SMSAs</li> <li>Sports Council to lead physical activity sessions at break times and lunchtimes</li> <li>SMSAs to be more competent in delivering small active sessions.</li> <li>External coaches to run a range of different lunchtime and after</li> </ul>	<p>Coaching provision £10,000</p> <p>Swimming booster sessions £1250</p> <p>£211.37 Resources</p>	<ul style="list-style-type: none"> <li>Higher activity levels at all times of the day.</li> <li>More families opt for a physically active mode of transport to school.</li> <li>Families and children are active in the mornings, evidence of children cycling and walking to and from school.</li> <li>Pupils are motivated and enthusiastic towards physical activity in school.</li> </ul>

<p>in KS2.</p> <ol style="list-style-type: none"> <li>6. An increase in the percentage of families walking to school.</li> <li>7. Forest school curriculum that promotes opportunities for children to be physically active.</li> <li>8. Ensure a diverse range of sports are provided for all age groups as after school clubs, either delivered by teaching staff, parents or external coaches.</li> </ol>	<p>school sports clubs 3 x a week.</p> <ul style="list-style-type: none"> <li>● Transport tracker to assess how children are coming to school - initiative to be put in place to increase PA levels.</li> <li>● Forever sport coaches deliver a wide variety of sports from a Monday to a Wednesday, including lunchtime provision.</li> <li>● Consistent sports clubs to be run throughout the year.</li> </ul>		<ul style="list-style-type: none"> <li>● Children have responded positively to movement breaks during the school day.</li> <li>● Increase in football club numbers to 40 children on a Monday.</li> <li>● Consistent girls football running through the year and evident increase in numbers and enthusiasm.</li> </ul>	
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**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement**

Percentage of total allocation:

%

Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<ol style="list-style-type: none"> <li>1. Ensure all children are aware of the importance of a healthy lifestyle, including both diet and regular exercise.</li> <li>2. Ensure pupils are aware of sporting activities and achievements on offer across the school and outside of school.</li> </ol>	<ul style="list-style-type: none"> <li>● Monitor snacks with a healthy snack chart for each class.</li> <li>● Sports coaches available for lunchtime clubs</li> <li>● Sports coaches and teachers are to increase well being and team building activities.</li> <li>● The school's theme week</li> </ul>	<p>£140 First Aid Year 6</p>	<p>Structured networking with colleagues will take place throughout the year</p> <p>Instant access to CPD courses for all staff where appropriate-through employed sports coaches</p>	

<p>3. School Sports Council to take responsibility to be play leaders during playtimes to increase physical activity.</p> <p>4. Use sports to continue to improve and maintain high standards and behaviour at break and lunchtimes.</p> <p>5. Healthy snacks are encouraged and explanations are given for why they are much more beneficial.</p> <p>6. A sports/ PE week to be introduced to promote the profile of sport within the school.</p>	<p>focuses on healthy lifestyles.</p> <ul style="list-style-type: none"> <li>● Observations of after school provision.</li> <li>● Subject leader staff meeting to increase confidence and skills among staff.</li> <li>● Use sport and physical activity for brain breaks and sensory activities.</li> <li>● Monitor PP attendance in after school clubs.</li> <li>● Support to receive platinum award in School Games Mark.</li> <li>● Develop SSC leadership through the SSP development programme.</li> <li>● SSC to be set up.</li> <li>● Make use of external providers and teaching staff to deliver diverse sporting opportunities during this week.</li> </ul>		<p>Identification and challenge for selected Gifted and Talented children.</p> <p>Improved wellbeing through enrichment activities and improved confidence.</p> <p>Developing EYFS children's balance skills after lockdown.</p> <p>Staff up-skilled and confident to teach high quality PE curriculum. Training available for ECT's and other staff to enhance confidence.</p> <p>Children across the academy experience a high- quality PE curriculum, which improves their skills.</p> <p>Pupils act as leaders through a sporting council - older pupils engage other pupils in sporting/PE activities at playtimes etc. Increased collaboration between pupils from different year groups. Completing personal bests and scoring against year groups.</p> <p>Nursery will be able to access facilities and resources.</p> <p>Teachers will use a new assessment tracking wheel (Get Set 4 PE) to monitor ability and performance throughout the year.</p>	
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			Children will engage and be exposed to a range of different sports due to the introduction of a sports week.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>• Ensure that there are CPD needs-led sessions, with high quality coaching from internal and external providers.</li> <li>• Ensure that staff feel supported in delivering and evaluating PE lessons across both key stages.</li> <li>• PE Subject Leader to develop assessment opportunities with a particular focus on adaptations for SEND.</li> <li>• Teaching staff to have an active role in supporting and delivering sports day.</li> </ul>	<ul style="list-style-type: none"> <li>• Commit staff meeting time to Get Set 4 PE.</li> <li>• Ensure all staff are happy with Get Set 4 PE and how to access lesson plans.</li> <li>• Whole staff training based on assessment of PE.</li> <li>• Pupil questionnaire.</li> <li>• Team teaching available.</li> <li>• External coaches providing support to ECTs and low-confidence teachers to deliver high quality teaching.</li> <li>• External coaches working with SMSAs so upskill them and work with the</li> </ul>	£2508.63  Playleaders	Lesson observations showing that teaching confidence has increased.  Teaching and learning is high quality. Children are able to know and remember more about PE and School Sport.  Children access a higher level of school sport internally but also at an external club level.  Assessment processes in place. SEND assessment activities are adapted.  Teaching staff were able to effectively deliver a range of	

	<p>Sports Council.</p> <ul style="list-style-type: none"> <li>Teachers receive support and training on delivering sports day activities.</li> </ul>		activities during sports day.	
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Additional achievements:</p> <ul style="list-style-type: none"> <li>Attended a range of intra and inter competitions through SSP</li> <li>Achieved Gold in The School Games Mark</li> </ul> <ul style="list-style-type: none"> <li>Continue to broaden the range of activities available across the school.</li> <li>All children have high quality experiences in PE and other sporting activities.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure a range of clubs are run by outside provider for all year groups (e.g. football, bath rugby, cricket, tennis, dance)</li> <li>Use outside provider to support physical activities during healthy lifestyle week</li> <li>Enrichment days focused around physical activity and mindfulness</li> <li>Explore and resource wider range of expertise and opportunities for children</li> <li>Use outdoor activities provider to provide further enrichment opportunities (SSP)</li> <li>Increase a range of opportunities for outdoor active learning - teach through staff meetings.</li> </ul>	<p>See funding for key indicator 1</p> <p>Clubs paid by parents - PP funding for disadvantaged</p> <p>£3150 Mindful Movement sessions for EYFS and Nursery</p>	<p>After school clubs will be available to all students Monday - Thursday.</p> <p>The percentage of pupils accessing Sports clubs increase from previous years across the school including PP and SEN</p> <p>Clubs will be regularly attended by participants</p> <p>Improved attitudes towards PE and physical skills.</p> <p>Profile of PE will continue to be raised- sport certificates, trophies, awards and medals are purchased to build confidence, ensure that children feel valued and to</p>	



	<ul style="list-style-type: none"> <li>● Monitor access to clubs by Key Stage, Gender and identified groups of pupils such as PP through tracking of attendance registers</li> <li>● Have a variety of after school clubs to boost well being</li> <li>● External coaches for additional workshops during themed weeks</li> <li>● Enrichment during sports week</li> <li>● Dance umbrella 2024</li> <li>● Attend inclusive Multiskills festivals</li> <li>● Attend yr3/4 multi- skill festivals.</li> <li>● Increase SEND participation through SSP.</li> <li>● Opportunities for cross country, cricket, football, netball and basketball made available.</li> </ul>		<p>celebrate achievements across the school.</p> <p>Workshops will provide children with enriched and varied opportunities as well as improve attitudes towards PE.</p> <p>Greater participation of children in a variety of sporting and active experience through invite only clubs</p> <p>All children will see the benefits of living a healthy, active lifestyle and will lead a healthy and active lifestyle.</p> <p>After school club coach funding and subsidies will widen available sporting opportunities to identified groups.</p>	
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<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation: %
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<ul style="list-style-type: none"> <li>● Continue to develop the children's involvement in local sport tournaments by increasing the number and variety of sports and varying the pupils who compete.</li> <li>● Ensure that opportunities are provided for a range of sports.</li> <li>● Ensure that competitive sport is made accessible to all children, inclusive of those with SEND.</li> </ul>	<ul style="list-style-type: none"> <li>● Plan specific opportunities for children to practise sporting activities prior to events.</li> <li>● Meeting additional costs for Inter-school competition including transport (insurance cost etc)/additional coaching/cover for staff to accompany teams where necessary</li> <li>● Sport First aid training for PE lead</li> <li>● Sporting noticeboard/Facebook page/Website regularly updated with photographs and events.</li> <li>● All participants in sporting fixtures receive certificates of participation presented in assembly</li> <li>● School newsletter (purple pages) carries regular news of our achievements</li> <li>● Continued membership of the Bath and North East Somerset Schools Sports Partnership</li> <li>● Purchase competitive wear to represent the school if needed</li> <li>● Participate in Netball, cross country, football leagues and cups throughout the year.</li> </ul>	<p>£1750 SSP</p>	<p>Evidence of increasing long-term standards in PE, as a result of spending in previous years to improve teaching and learning</p> <p>Overall participation figures continue to increase on years previous to Sport Premium</p> <p>Children experience healthy competition and work socially alongside other pupils as well as other schools during intra competitions (if/ when they happen)</p> <p>Instil a deep sense of sportsmanship in children through healthy competition.</p> <p>Children have been able to compete in events such as cross country, netball, football and athletics. Inclusive of a School's biathlon.</p>	
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Head Teacher:	<i>Danielle.West-Gaul</i>
Date:	13/09/24
Subject Leader:	Sam Smith
Date:	13/09/2024
Governor:	Amy Merry
Date:	18.09.24