



# 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.

Total amount carried over from 2022/23	£0
Total amount allocated for 2022/23	£19,960
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2023/24	£20,150
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£20,150

## 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>Dance CPD January 2023</p> <p>Sports coaches for lunch time clubs</p> <p>Subscription to schools sports partnership and local schools partnership</p> <p>High quality equipment</p>	<ul style="list-style-type: none"> <li>• An increased confidence in staff delivering dance lessons has meant that children have had access to high quality lessons which has led to a direct increase in the pupil's progress and performances in dance. This has been evident in lesson drop ins and pupil voice.</li> <li>• Lunch time clubs led by a professional sports coach have increased some children's physical activity during lunch times. There are less behavior incidences these days as children are having support and professional coaching.</li> <li>• Children have been developing team work and communication skills when playing with the new equipment at lunch times. The school councilors have played an active role in choosing and surveying children from what equipment they believe we should have on the playground.</li> </ul>	<p>Due to the success of this CPD and the increased confidence in staff we have re-arranged this CPD for January 2024.</p> <ul style="list-style-type: none"> <li>• Since the SGO has changed, there has been less organised sports and games from the sports partnership this year. In our local schools partnership we have been discussing ways of creating a Braintree school's games instead so the children are not missing out. Staffing in school has been a limitation this year, it has been a challenge to ensure that we have</li> </ul>

		enough staff to attend the events to support the children.
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## 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 children's opportunities to be active during break and lunch times. (Lunch time clubs supported by sports coaches and a subscription to PlayPod for the next academic year.)	This will have a significant impact on children's physical and mental health; improving their social and communication skills. This action will also support us in working towards the target of 60 active minutes a day.	Key indicator 2 and 3: Engagement of all pupils in regular physical activity and the profile of PE and sport is raised across the school as a tool for whole school improvement	The PlayPod program provides training for 15 members of staff, we have carefully chosen the staff who will attend this who will be delivering this provision to the children. We know that the termly top ups will contribute to the sustainability of this action.	£8,000 (lunch time clubs) £10,300 (PlayPod)
CPD for staff to increase competence and confidence across the PE curriculum. (dance,	The impact of this action will be that children will experience high quality teaching from experienced and confident staff across the curriculum.	Key indicator 1: increased confidence, knowledge and skills of all staff in teaching PE and sport	Early career staff have the opportunity to develop their expertise. This will ensure that this is sustained over time.	£1,000

<p>warmups/games, yoga/Pilates)</p> <p>Increased opportunities for all pupils including SEN and PPG to take part in friendly and competitive sports</p> <p>SEN and PPG children to take part in more after school sporting activities.</p>	<p>Children will find a sport that they will enjoy and be able to access. Developing physical literacy is a priority to ensure children have a lifelong awareness of the importance of competitive and non-competitive sports and games and the impact this has on our physical and mental health.</p> <p>Same as above. Increase the feeling of community and belonging for these children. Find sports that are accessible and achievable for these pupils.</p>	<p>Key indicator 4 and 5: broader experience of a range of sports and activities offered to all pupils and increased participation in competitive sport</p> <p>Key indicator 4 and 5: broader experience of a range of sports and activities offered to all pupils and increased participation in competitive sport</p>	<p>Overtime, teachers will be able to share their good practice with staff over time.</p> <p>We will see increased participation in after-school activities and out-of-school clubs. Participation in these events also creates a sense of community and allows children to take part in events in our local community.</p> <p>Same as above.</p>	<p>£750 to cover the cost of transport, subscriptions and overtime if applicable for staff.</p> <p>£100</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>Dance CPD January 2024</p> <p>Warm up and games CPD and Pilates and Yoga CPD.</p>	<p>An increased confidence in staff delivering dance lessons has meant that children have had access to high quality lessons which has led to a direct increase in the pupil's progress and performances in dance. This has been evident in lesson drop ins and pupil voice.</p>	<p>Over the past 3 years, we have had dance CPD for teachers, which has been beneficial as our staff have changed. I believe that staff competencies in this area have improved, and children are now receiving high quality teaching in dance. Warm up games and Pilates and Yoga CPD has increased staff confidence, it has been observed in lesson observations that teachers have implemented their knew knowledge. Pupil voice has told us that their lessons have been engaging and challenging where knowledge is built on over time.</p>
<p>Lunchtime clubs delivered by sports coaches.</p>	<p>Lunch time clubs led by a professional sports coach have increased some children's physical activity during lunch times. There are less behavior incidences these days as children are having support and professional coaching.</p>	<p>We have decided that this is now not a sustainable way to spend our SSP and this will be shown in our next year's spend.</p>

<p>Subscription to schools' sports partnership and local schools' partnership</p>	<p>Children have been developing team work and communication skills when playing with the new equipment at lunch times. The school councilors have played an active role in choosing and surveying children from what equipment they believe we should have on the playground.</p>	<p>More opportunities to take part in additional activities and competitive games next year. Staffing these events has been challenging for us in school this year.</p>
<p>High quality equipment- Scrap store play pod</p>	<p>Children have been developing teamwork and communication skills when playing with the new equipment at lunchtime. The school councilors have played an active role in choosing and surveying children about what equipment they believe we should have on the playground.</p> <p>We have been purchasing the scrap store play pod which has been paid for by using the SSP. We are waiting for this to be delivered and relevant training complete, so there is no impact yet to report on. - Training for staff and top ups will be in our projected spend for next year.</p>	<p>Playground equipment (the new adventure trail has been built and is being used regularly by all children) children have been accessing this for brain breaks and movement breaks in addition to break times and lunch times.</p>

## 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*

<b><u>Question</u></b>	<b><u>Stats:</u></b>	<b><u>Further context</u></b> <b><u>Relative to local challenges</u></b>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	67%	Figures have been obtained following a survey sent to parents. The town has one public pool and access to swimming lessons are limited. Cost to parents is also a barrier as is the timing of lessons as some lessons start 5 mins after the end of the school day making it impossible for parents to get there in time. The pool is within walking distance for our older children and hence, to keep costs down, we offer swimming lessons in a block to the older children. Our 2024-25 cohort is larger than the previous years so the number of lessons children are able to receive in a block is reduced. This is because the number of pupils in a swim lesson are capped.

<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>67%</p>	
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<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>50%</p>	<p>33% of the children were non swimmers. Our first priority for these children was to introduce them to the water and learn some basic strokes so that they swim unaided.</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>No</p>	
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Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	
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Signed off by:

Head Teacher:	Karen Harrison
Subject Leader or the individual responsible for the Primary PE and sport premium:	Bethan Ball
Governor:	Laura Holmes
Date:	28.06.24