

The Primary PE and sport premium

Planning, reporting and evaluating website tool

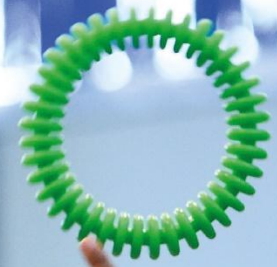
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Commissioned by



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, s 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 spending.

Activity/Action	Impact	Comments
<p>CPD through PACES sports coaches.</p> <p>Children will develop physical skills and will be motivated by the enthusiasm of staff for physical activity of all kinds.</p>	<p>Staff are more confident in delivering range of lessons. They have a better understanding of how the skills must be developed first and then lead to playing a game.</p> <p>PACES have excellent strategies to develop fun games while developing skills. These have been highly motivating to the pupils.</p> <p>Children have increased development of gross motor skills across the year groups, including, fitness, strength, coordination and resilience.</p>	<p>Some staff have responded very well to this CPD and can now support others.</p> <p>School to organise team teaching to extend skills.</p>
<p>Children will become competent in a range of sports and activities which they may continue to take part in in later life.</p> <p>Provide children with opportunities to take part in a wider range of physical activities.</p>	<p>Pupils have taken part in:</p> <ul style="list-style-type: none"> - Pedestrian training - Cycle training <p>Pupils have been taken part in Outdoor Adventurous Activities as part of a Residential visit where they have broadened their skills and knowledge.</p>	<p>Try to give more time to develop a programme of cycling and scooting in-house.</p>

	Year 5 children enjoyed Moving Targets, made new friends, learnt new skills and had new experiences which could help them in later life.	
<p>To provide enhanced opportunities for physical activity at break times, lunch times and after school.</p> <p>All children to have had at least 30 minutes of physical activity during the school day.</p> <p>All children will see physical activity as an integral part of their daily life</p>	<p>Increased physical activity amongst children and reduced cases of behaviour incidents at break/lunchtime</p> <p>Increased development of gross motor skills across the year groups, including, fitness, strength, coordination and resilience.</p> <p>Higher % of pupils being active at break/lunchtimes.</p> <p>A small minority of pupils who avoid group play, have been enjoying a range of activities supported by this light structure.</p>	Continue to monitor and support participation levels with Year 4 and 5 playground leaders
To provide opportunities for children to take part in competitive sports within school and with other schools	<p>Pupils have taken part in the School Games and local tournaments. From this, pupils have joined local clubs or after school clubs.</p> <p>Pupils have played local schools organised by staff.</p>	PE Leader to invite PE Leaders from local schools (preferably within walking distance) as the pupils enjoyed competing so much. It is just a matter of organising dates.

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: estimates
Develop sporting opportunities for girls and reluctant participants, especially those with PP entitlement.	Girls and reluctant participants PP in KS2.	50% of girls in upper KS2 take up offer of a place throughout the year.	Specialist coaches sought where possible.	£4700
CPD and membership of Stride Active.	Facilitates pupils' involvement in inter-school sports – elite and non-elite levels.	100% pupils with SEND are given opportunity to compete with other schools. 100% pupils with PP – same. 50% girls in Upper KS2 take part.	Encouragement and experience confidence to influence pupils' involvement.	£310
Develop regular Dance Club offering range of styles of dance. This to include Moving Targets Dance Showcase.	Offered to all throughout the year. Target PP not attending.	75% of PP take up a place throughout the year.	In-house Dance teacher weekly sessions.	£3000
Promote scooting and cycling to school.	Pupils get exercise on the way to and from school. Encourages healthy lifestyle.	All pupils can participate. Can influence family.	Training for support staff. Purchase of bikes and scooters to resource training in-house.	£1500
Resources needed for school participation in events, e.g. shin pads, etc.	All pupils participating.	100% pupils participating in an after school club are offered opportunity to represent the school in inter-intra school events.	Teachers to lead.	£200
Travel to sports events and fixtures.	All pupils offered – girls and PP pupils above as a focus.	As above	n/a	£600

Increase sporting opportunities at lunchtime	All pupils develop experience of playing range of games and developing skills, e.g. Throwing, catching, balance, turn-taking etc. Some pupils reluctant to join in – increase their confidence.	Increase enjoyment of lunchtime play in organised games and activities. Monitor and manage Play Leaders to engage with all pupils.	Develop group of upper KS2 pupils.	£1500
Increased staffing to enable Forest Schools.	Impact on developing an active healthy life-style.	Children in EYFS and KS1 develop independence and outdoor skills and experiences.	Ongoing support for local provider.	£2000

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
External sports coaches have been used for cricket and football, with an additional focus on girls. Teachers touse this as CPD.	Increased interest and participation of girls and reluctant participants. Increased confidence for the girls shows them regularly actively playing 'a match' with the boys during morning and lunchtime play. Teachers feel more confident in teaching ball games & cricket due to coaching from trained professionals. They can plan, develop and adapt planning to suit the needs of their cohort.	Staff have gained a great deal from working alongside coaches from ECB and Herefordshire FA. Work collaboratively ongoing.
CPD opportunities through links with Active Stride	As above.	This will continue. Ensure budget remains in the event of SP being withdrawn.
Links to external sports opportunities- Herefordshire School Games (June)	The school has won an award at the games for teamwork. Pupils have a sense of pride in their sporting achievements.	Ongoing as part of the above.
Select children across a range of ages and abilities for sports activities targeting specific social skills to ensure equal opportunities	Children have widening participation opportunities and have developed new sporting skills through externally run sporting events.	Continue.
Promotion of cycling/scooting to school.	Very effective in teaching younger children to ride a bike at school. Visible improvement in upper body strength of some younger children. Increase in numbers of younger children coming to school on scooter and bike.	Continue – carry out assessment and audit of children who cannot ride a bike/use a scooter.

Support the wider development of children by matching physical activities and competitions to areas of development for individual pupils	Targeted children have had the opportunity to develop their skills and build upon natural flair and ability, noted by staff in lessons (non-elite and elite). Pupils identified as having low self-esteem in core curriculum subjects have developed confidence in their sporting ability. This has increased their self-esteem and they can identify a sporting achievement as a positive in their characteristics.	Staff to continue to remember this when selecting. PE Leader to ensure all opportunities are taken up for school involvement. <i>In a busy term, it must be remembered what this small thing means to a child.</i>
Continue to facilitate equal opportunities to enable any child to participate e.g. provision of additional 1:1 support to enable children with SEND to participate	Pupils are provided with equal opportunities.	PE Leader to invite local PE leaders to organise a range of events. As we are not part of a MAT, we could maybe organise between other local schools – Riverside and we have great facilities and are within walking distance. Also enquire with Academy as to their interest.
Provide opportunities to attend football, basketball, netball, cricket matches with other schools- travel expenses and staffing costs	Children enjoy sport, an important impact of our spending. They enjoy trying new sports and achieve very well in sporting competitions. Many of our children use these transferable skills in sports outside of school too	As above.
Investment in lunchtime play equipment and training for staff in setting up playground and running stations	Sports has a high profile due to additional opportunities to get involved in sporting stations on the playground (stations)	Ongoing – replace and replenish regularly. Accept as inevitable that items get lost or broken.
External sports coaches to support lunchtime play (AC: 2023-24)	As above.	This ceased due to poor health of the employee. It would have been the school's choice to continue with this.
After school sports clubs (paid coaches – no cost to pupils).	Pupils develop a love of a wide range of sports, including gymnastics and dance. This develops a 'lifelong love' of this sporting activity. Pupils go on to represent their secondary schools in sport, the impact being a lifelong	HT to write to parents to encourage them to see the benefits of pupils attending. This has suffered in Y5 and Y6 as more pupils walk home and no 'childcare' is needed! Pupils with PP can be 'invited' to attend.

	love of sport and being healthy.	
Promotion of healthy lunches through collaboration with School Nursing Team.	Assembly led by Nursing Team – impact on children’s knowledge of healthy food – especially sugar quantities in foods!. Leaflet sent home to inform parents.	Repeat autumn term. Leaflets to give to parents at New Intake mtg May 2025.
Coached swimming lessons for every year group	Yr 6 booster- those children who have not passed their swimming proficiency are now more confident and water safe by being able to tread water.	Promote Halo and Typhoon one-to-one lessons where pupils have very poor water confidence and skills.

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?	42%	Only 22% of our pupils in Year 6 have or have had swimming lessons outside school.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	56%	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	42%	
If your school's 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	Notify parents of local swimming lesson offers during half-term and summer holidays. These are often free. Notify parents of Typhoon lessons at Trinity Primary School pool – one to one/small groups.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	This is a consideration for next year.

Signed off by:

Head Teacher:	Kathy Weston
Subject Leader or the individual responsible for the Primary PE and sport premium:	Kevin Scullin
Governor:	Stuart Fox
Date:	November 2024