



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 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 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>Raise the profile of P.E for visitors' pupils and staff. Increase staff's knowledge and understanding around planning a unit of dance and assessing against the skills document. Provide a broad variety of extracurricular physical activity and sports clubs, offering funding where necessary Provide children with mental health workshops, activities, and support for ALL pupils. Provide additional training for staff/staff supporting within physical activity. Increase pupils' participation in the School Games Organise sporting competitions within school & across our cluster.</p>	<p>New equipment was purchased to support/encourage physical activity during lunch and break times through school council- New equipment discussed ins school council to engage and encourage interaction at playtimes. Over 3 terms a range of clubs were offered to pupils alongside a range of other opportunities within school – Lesley Williams, forest school, horse riding, and inter-house competitions. CPD offered to staff after staff questionnaire – use of resources. Over the year children have had the opportunity to participate in festivals and events in person. Year 2 came third in 3 T competition In all competitions we were finalists or runners up.</p>	<p>Sports clubs to be funded for September 2022 – funding to pay for the club and families contribute to, becomes inclusive to all. New curriculum map to SOW progressive skills over the year, short term planning to deliver lessons – online resources and videos to support delivering of lessons. Pupils enjoy sharing their sporting achievements with their class or visiting the deputy Headteacher with their medals in assembly Less confident pupils are encouraged by the participation of pupils in sports activities. – Pupils attend all sporting festivals through KS1, out school is inclusive Pupils are honored to be awarded medals for higher achievement in P.E dedicated to DIS. 2023-24 to increase interhouse competitions with year groups List of competitions entered and records of students attending. Competitive calendar linked to SSP website. Records of fixtures, training and participants</p>

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
Introduce lunchtime activities for pupils. With equipment/toys to enhance play	Lunchtime supervisors/ pupils – as they will take part.	<p>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.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.	
To continue to use PPP to support and extend P.E through all aspects of the curriculum.	<p>This will support teachers in subject knowledge in the content they are delivering.</p> <p>Extend and challenge exceeding pupils.</p> <p>Progression of skills evident on planning - to assess how P.E assessed</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key indicator 4 Broader experience of a range of sports and activities offered to all pupils</p>	<p>Primary teachers more confident to deliver effective P.E lesson.</p> <p>P.E subject Lead to meet with Creative Arts lead to plan and deliver Arts week</p>	<i>Renewal of PPP planning</i>

CPD for teachers.	Impetus training for Subject lead Gymnastic training	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Key indicator 5: Increased participation in competitive sport.	<i>Primary teachers more confident to deliver effective P.E supporting pupils to undertake extra activities inside and outside school. Improve % of pupil's attainment in P.E</i>	£.250
<i>To buy resources to support the new P.W scheme of work</i>	<i>This will provide the tools to support teachers in delivering a quality first teaching P.E lessons</i>	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	<i>More pupils will be able to participate in the P.E lesson by having access to more resources. Teachers will be able to deliver progressive lessons effectively.</i>	£ 1200
To renew SSP membership so that the sports lead can organize events with pupils.	To impact on all pupil's participation in KS1	Key indicator 5: Increased participation in competitive sport.	<i>More children will have the opportunity to participate in competitive sports and festivals</i>	£250

<p>To provide a wide variety of weekly timetables extra curricular sports clubs</p>	<p>Children to be exposed to different sports that are delivered by different adults</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Key indicator 4 Broader experience of a range of sports and activities offered to all pupils</p>	<p><i>All pupils in Key stage 1 to take part in some form of interhouse competition</i></p>	
<p>Forest school and outdoor education learning opportunities to link in with into the woods. Horse Riding</p>	<p>Impact with evidence on Seesaw and class notes. Disadvantaged children who may not have the opportunity to attend clubs such a Forest school.</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Key indicator 4 Broader experience of a range of sports and activities offered to all pupils</p>	<p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in P.E and Sport Activities</p>	
<p>Interhouse competitions to be introduced to year 2, selection of house captains to help lead, All pupils to participate in an intra-competition every half term (In pe sessions)</p>	<p>To impact on all pupils' participation in competitions in KS 1. Tag rugby. Orienteering 3 T cricket</p>	<p>Key indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport</p>	<p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in P.E and Sport Activities</p>	

<p>Continue to raise the profile of P.E across the school.</p> <ul style="list-style-type: none"> • Visitors in assemblies • P.E noticeboard • Sports Day • Twitter celebration of sports • Newsletter • Inter house competitions 	<p>Whole school engagement Less confident pupils will be inspired and gain confidence to try different sports.</p> <p>Parents are able to be involved in the sporting achievements of their children</p>	<p>Key indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport</p>	<p>Pupils enjoy sharing their sporting achievements with others and their parents.</p> <p>Parents' awareness of the activities provided by school and discussions with uptake of different sports outside of school that children may not have been exposed too.</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>Raise the profile of P.E for visitors' pupils and staff. Increase staff's knowledge and understanding around planning a unit of dance and assessing against the skills document. Provide a broad variety of extracurricular physical activity and sports clubs, offering funding where necessary</p> <p>Provide children with mental health workshops, activities, and support for ALL pupils. Horse riding, forest school.'</p> <p>Provide additional training for staff/staff supporting within physical activity. Increase pupils' participation in the School Games Organise sporting competitions within school & across us cluster. PE Lead to develop their understanding of PESSPA in order to lead whole school improvements.</p> <p>Raise the profile of PE and Sport for visitors, pupils, and staff.</p> <p>Children have access to a wide variety of weekly timetabled extra-curricular sports clubs. To recognize the importance of all children having the opportunity to be involved.</p> <p>In sports Day children will strive to win their races. This is an inclusive event for all.</p> <p>Attendance at subject leadership meetings run through the Like-Minded Partnership (LMP), SSP, Impetus PE lead</p>	<p>PE resources are of high quality. There are sufficient resources for all units of the PE curriculum to be completed.</p> <p>There is an increase in the variety of games that are being played. Children have been observed playing independently and in small groups and activity levels at playtimes are high, helping to ensure that children exceed the recommended 30 minutes of physical activity per day.</p> <p>Pupils enjoy sharing their sporting achievements with their class or visiting the deputy Headteacher with their medals during assembly 'We work as a team when we go to competitions: its fun and we represent the school' Year 1 pupil.</p> <p>Less confident pupils are encouraged by the participation in sporting festivals activities.</p> <p>All pupils took part in sports and inter-house competitions. Impact of teamwork and working in house team. Positive feedback from parents from sports day and events. Horse rising impact- see comments see along side.</p> <p>Blink test: Pupils loves sports day I love the running races as I get stickers – EYFS pupil. Parent view: EYFS all commented positively about each station and</p>	<p>Pupils are engaged and enthusiastic when talking about sport and well-being at DIS.</p> <p>Inclusion has played a vital role in increasing confidence with pupils attending non-competitive festivals.</p> <p>Pupils share a range of sporting achievements. Next steps to raise the bar and increase parental involvement with sharing achievements. Horse riding provided pupils with SEN with opportunities to take risks and encourage following instructions. LSA commented that the children are calm whilst with the horses and follow instructions from the leader.'</p> <p>The children have enjoyed the different areas in the riding areas in the Riding school- links with nature and the outside world. The impact of forest school on the EYFS curriculum and gross motor skills- Data shown a slight increase data within gross motor skills.</p> <p>Year 2 reflected on festivals and competition.</p> <p>"We love taking part in inter house competitions as we represent our house teams." "I have been to quad kids, and I took part running, sprints and long jump." Chelsea Academy foundation has worked closely with P.E subject lead and HT to upskill and have</p>

<p>meetings in order to gather and share ideas from other schools about their curriculum.</p> <p>1. To continue to deliver a layered curriculum where pupils build on skills learnt from the previous year groups. Units which include.</p> <p>SSP Membership - To impact on all student's participation in competitions in Key Stage 1</p> <p>Ensuring our school club timetable / after school) is as broad as possible so that all pupils have the opportunity to attend a sports club.</p> <p>To work closely with outside agencies and sports coaches to provide new and exciting sports clubs in order to keep interest high.</p> <p>To order a range of equipment in order for pupils to gain access and broaden the range of sports that we provide.</p>	<p>loved parents viewing zone.</p> <p>Children enjoy participating in extra- curricular events and representing the school. Improvement in results.</p> <p>Subject Lead attended Impetus- Impetus training was particular helpful in ensuring pupils are following healthy well being scheme of work and linking with other subjects.</p> <p>LMP P.E Meetings inconsistent (to arrange for September 2024).</p>	<p>professional dialogue regarding delivery of lessons to KS1 and EYFS.</p> <p>The quality of outside agency and clubs has been inconsistent. Therefore keeping to clubs to a minimum to ensure quality as this year has worked with what has been on offer.</p>
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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?		N/A
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?		N/A

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	N/A%	
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?	N/A	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	N/A	

Signed off by:

Head Teacher:	<i>Ingrid Nicholson</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Laura Salmon</i>
Governor:	
Date:	