



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.

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
1. Sports for School – A day led by an Olympic Athlete who gave an inspiring assembly about the importance of persevering, being resilient and ambitious. Children then participated in a sponsored circuit alongside the athlete, raising money for new school equipment.	1.Children understood the importance of persevering, and being resilient. Children were challenged to see how many different exercises they could do in a minute. They were then motivated and enthusiastic to complete the fitness circuit. The money raised was spent on brand new sporting equipment that is being used to support teachers in delivering high quality PE lessons, as well as equipment that can be used during break times and in F1/F2/Year 1 continuous provision.	1.Event rebooked for 2024/25 (was originally booked for 23/24 but had to rearrange due to unforeseen circumstances).
2. Different sporting clubs (football for 5-7 year olds, basketball aimed for Ks2 girls) have been in to give taster sessions to encourage children to sign up and join their clubs after school.	2.Children have been talking positively about the new clubs they are attending. More children are attending clubs and therefore more children are achieving the 60 minutes of physical fitness a day.	2.Continue to find a range of clubs that could possibly offer taster sessions to different year groups to encourage children to join.
3. RealPE Membership was renewed.	3. RealPE supports the development of the whole child and school values through teaching a holistic PE approach, School Sport	3.Continue to renew RealPE membership.

<p>4. Resources for Early Years new outdoor area to support children in practicing important gross and fine motor skills.</p> <p>PLEASE SEE EVIDENCING THE IMPACT OF SPORTS PREMIUM 22/23 DOCUMENT FOR MORE EVIDENCE.</p>	<p>and Physical activity. Children are learning and developing fundamental skills in order to be successful in PE.</p> <p>4. Children now have access to a variety of different resources throughout the day which allows them to practice both gross and fine motor movement</p> <p>PLEASE SEE EVIDENCING THE IMPACT OF SPORTS PREMIUM 22/23 DOCUMENT FOR MORE EVIDENCE.</p>	<p>4. Continue to look into spending some money on resources for other year groups that can be used as part of their continuous provision as more year groups begin to implement play and continuous provision into their classrooms – therefore promoting more active classrooms.</p> <p>PLEASE SEE EVIDENCING THE IMPACT OF SPORTS PREMIUM 22/23 DOCUMENT FOR MORE EVIDENCE.</p>
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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
<i>Launch OPAL play.</i>	<i>Play leaders, teaching staff, and additional adults who support at lunch.</i>	<i>Key Indicator 1: The engagement of all pupils in regular, physical activity. It is recommended that primary school pupils undertake at least 30 minutes of physical activity a day in school.</i>	<i>All children expected to go out in all weathers and are therefore participating in daily, physical activity and being more active during their lunch break through different play opportunities. It has also impacted positively on children's mental health and behavior. Continue to put money into OPAL resources to ensure children stay engaged and motivated.</i>	<i>£6673.57 spent on resources</i>
<i>RealPE subscription renewed</i>	<i>Class Teachers</i>	<i>Key indicator 2: The Profile of PESSPA being raised across the school as a tool for whole school</i>	<i>Children are now receiving PE lessons that give every child the physical literacy,</i>	<i>£695 on subscription</i>

<p>Sports day delivered by EPIC (outside providers) alongside class teachers, offering children a wider range of activities and sports to participate in during sports day.</p> <p>Sports day medals/stickers (including Sportsmanship</p>	<p>EPIC (outside providers). Class teachers and additional adults to plan and deliver Sports Day events. PE Co-ordinator to support in organising Sports Day events and purchasing medals/stickers.</p>	<p>improvement.</p> <p>Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and Sport.</p> <p>Key indicator 2: The Profile of PESSPA being raised across the school as a tool for whole school improvement.</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<p>emotional and thinking skills needed to achieve in PE, sports and life.</p> <p>Subscription to be renewed next year. Provide RealPE staff training for new members of staff and as a 'refresher' for current staff to ensure all class teachers and additional adults feel confident in delivering RealPE sessions.</p> <p>Sports day held for all children with a range of activities on offer for children to participate and compete in. New sports day equipment was purchased and new race/activities introduced to try and make sports day a fun experience for all children. Medals and stickers (particularly</p>	<p>£340 on EPIC £180 on medals and stickers</p>
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<p><i>medals) to be given out during sports day.</i></p> <p><i>Increase the range of sports offered during and outside of the curriculum in order to get increased student participation and engagement. Ensure that each year group has the opportunity to be taught by an outside provider at least once a year.</i></p>	<p><i>Nottingham Hoods Basketball (Year 3/4)</i> <i>Year 1 football Coaches (Year 1)</i> <i>Urban Hockey (year 2)</i> <i>Bikeability (year 6)</i> <i>Learn to Ride (year 6)</i> <i>Ice Skating (year 5)</i></p>	<p><i>Key Indicator 4: Broader experience of a range of sports and activities offered to pupils.</i></p>	<p><i>the Sportsmanship medal) encourages children to be competitive, but respectful, whilst celebrating all children and their efforts on the day.</i></p> <p><i>Additional sporting opportunities from outside providers, provide the whole school with a wide range of different sporting experiences and opportunities. Pupils are therefore competent in demonstrating the skills needed in a range of sports. Children have been offered the opportunity to learn and practice a new sport that they may not necessarily have the chance to do otherwise.</i></p>	<p><i>£5190 total amount on outside providers</i> <i>£3722 transport to ice arena</i></p>
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<p><i>New PE equipment, including resources for RealPE to ensure high quality RealPE sessions can be taught and equipment to be used in EYFS/KS1 classes to encourage active play times/continuous provision.</i></p>	<p><i>PE Co-Ordinator to purchase equipment needed. To also purchase equipment for class teachers to use in their classrooms to encourage active play times/continuous provision (particularly across Early Years and KS1). Sport Ambassadors – pupil voice.</i></p>	<p><i>Key Indicator 1: The engagement of all pupils in regular, physical activity. It is recommended that primary school pupils undertake at least 30 minutes of physical activity a day in school.</i></p> <p><i>Key Indicator 4: Broader experience of a range of sports and activities offered to pupils.</i></p>	<p><i>Pupils enjoy their PE lessons and look forward to their sessions with the PE specialists and outside providers. Continue to book outside providers for all year groups and continue to look for different outside sporting providers.</i></p> <p><i>Equipment purchased will mean high quality RealPE sessions can be taught. Sport ambassadors also chose some equipment based on activities and sports that interested them and their peers most – such as golf frisbee. Pupil voice is recognised to be valued and is important. Some equipment will also be shared between</i></p>	<p><i>£2000</i></p>
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<p>After schools football tournament entered.</p>	<p>Behavior mentor who runs the KS2 after school football club for boys.</p>	<p>Key indicator 5: Increased participation in competitive sport</p>	<p>F1/F2 and year 1 for their outdoor areas which are open to the children all day and therefore children have access to these resources daily – encouraging them to participate in their 30 minutes of exercise. Next steps: purchase equipment for years 2 and 3 as they move to a more continuous provision style of learning. Continue to discuss with sports leaders what sports they would like to participate more in and provide equipment so this can happen.</p> <p>The group of children have been specifically chosen to attend the football team to focus on key values such as</p>	<p>£150</p>
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<p><i>Sports ambassadors to attend ambassador conference to raise awareness of the Sports Ambassador role.</i></p>	<p><i>Sport ambassadors (year 6 children)</i></p>	<p><i>Key Indicator 1: The engagement of all pupils in regular, physical activity. It is recommended that primary school pupils undertake at least 30 minutes of physical activity a day in school.</i></p>	<p><i>building positive relationships, working as a team, being respectful and demonstrating good sportsmanship. Next year look into travel costs and entering a league with other schools so children have the opportunity to compete all year round in a proper league.</i></p> <p><i>Sport ambassadors to promote active play on the playground, and to support during Sports Day events. Next year enter the Me Vs Me challenge that can also be run by Sports Ambassadors.</i></p>	<p><i>£25</i></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>1. Provided students with the experience of a wider range of sports and activities offered by booking a range of outdoor providers to deliver high quality sessions to year groups 1-6 (year 1 football, year 2 hockey, year 3 and 4 basketball, year 5 basketball and year 6 Bikeability and Learn to Ride)</p> <p>2. OPAL – Outdoor Play and Learning Programme was launched and all children participate in OPAL play during their lunch break. Whole staff training was also included.</p> <p>3. Money spent on PE equipment and sporting resources to ensure high quality RealPe sessions can be taught. Sport ambassadors also chose some equipment based on activities and sports that interested them and their peers most. Pupil voice is valued and important. Some equipment will be shared between F1/F2 and year 1 for their outdoor areas as part of their continuous provision.</p>	<p>1. All year groups now have the opportunity to experience a range of sports and physical activity as they move up school. 100% of year 6 children that participated in Bikeability and Learn to Ride completed level 1.</p> <p>2. Evidence shows that schools who participate in OPAL have been able to greatly increase the physical activity of all children and get more children more active throughout the day, therefore more children are meeting their daily physical activity goal. Mental well-being – Research shows OPAL children are happier and self-reporting improved mental health. Self-regulation – Children in OPAL schools learn to self-regulate through practice, trust, and freedom.</p> <p>3. F1/F2 and year 1 children have daily access to a wider variety of sporting equipment that supports children in developing fine/gross motor skills as well as hand-eye co-ordination, and encourages the engagement of physical activity as part of their 30 minutes of physical activity a day.</p>	<p>1. Continue to book in a range of outdoor providers. Look into other providers such as skateboarding to offer an even wider range of different sports to children across school. Look into offering year 5 children a chance at top up swimming sessions to help increase the amount of children able to swim confidently and competently 25m.</p> <p>2. Continue to put funding into resourcing equipment for OPAL play as it has had such a positive impact on our children and school.</p> <p>3. Next year: purchase equipment for year 2 and 3 as they move to a more continuous provision style of learning. Continue to discuss with sports leaders what sports themselves and their peers would like to participate in and provide equipment so this can happen.</p> <p>Provide RealPE training for new staff members and as a 'refresher' for current members of staff so staff feel confident in using the new equipment and delivering PE sessions.</p>

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Swimming Data 2023/24

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?	56%	<i>We continue to struggle with the costs of transport to swimming venues. Our context means that many of our children do not go swimming in their time outside of school and are still non-swimmers by the time they reach KS2</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	63%	<i>We would like to prioritise swimming in a range of different year groups but budget and travel costs hold this back</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>100%</p>	<p><i>This is prioritized in all lessons</i></p>
<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>	<p><i>We have prioritized OPAL play this year</i></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>No</p>	<p><i>We have not been able to prioritise this in our current context and with our current range of CPD needs within the timeframes we have</i></p>

Signed off by:

Head Teacher:	<i>Emma Beardah</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Katie Davey, Class Teacher and PE Co-Ordinator</i>
Governor:	<i>James Sullivan, Chair</i>
Date:	<i>15th July 2024</i>