





The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

Commissioned by

Department for Education

Created by

association for Physical Education

YOUTH SPORT TRUST



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. See 2022-2023 plan for further details

Activity/Action	Impact	Comments
➢ Continue with our Sports Coach to develop children's activity at lunchtimes and increase the opportunity for a range of sporting activities – developing skills of co-ordination, skills, resilience, stamina and enjoyment	➢ We run a weekly sports lunch club which children across the school benefit from. They have the opportunity to try a range of multi-sports and develop their skills which then are taken back into PE lessons. This is highly popular and well received with children's enjoyment scoring highly. ➢ We have also introduced 'wheels up' at break times – sessions where children can bring scooters, skates and skate boards. This has been very popular and as a result, are seeing more children scooter to school. It has also been a way of ensuring children have the right safety gear including helmets.	➢ Both the lunch club and 'Wheels Up' will be carried on into next year as they are increasing our children's activity time in in enjoyable manner.
➢ To continue using PESSPA as a tool for whole school improvement in order to build children's understanding of both their physical and mental wellbeing through sport and activity.	➢ This continues to be impactful and children were able to demonstrate their understanding of their wellbeing during PE through pupil conferencing.	➢ Continue with the purchase of SCARF.

➢ PE leader to undertake work to ensure strategic, long term development of PE across the school through working with external PE advisor HIAS PE advisor and subject leader work to include: ➢ Review of whole school skills overview ➢ Review of PE and sporting opportunities across the school ➢ Planning of CPD opportunities for staff	➢ The whole school PE plan has been reviewed and strengthened to include a greater focus on the progression of skills, strategies and tactics (Head), motor competence (hands) and increase healthy participation and enjoyment (heart). We have introduced new sporting opportunities which will further allow us to build on these skills with our children. Staff report feeling more confident in understanding the 'why here, why now' of teaching a skill and what has gone before and what comes after. This will therefore support the development of pupil skills in the long term.	➢ The PE Lead to support new staff in understanding our PE plan and where they fit into its progression. ➢ Staff have received staff CPD this year and we will review and revisit next academic year to continue to track its progress. Positive feedback from staff on how the CPD has improved both confidence and competence
Continue to have PESSPA at the heart of the school improvement through allocated staff meeting time. ➢ Develop staff skills, understanding and competence of teaching gymnastics across the school to ensure progression	➢ All teachers have undertaken practical CPD in Fundamental Skills in PE. Staff feedback has demonstrated that this was powerful training – that breaking down fundamental skills has already had an impact on how they are teaching skills in smaller steps. ➢ Staff are using 'STEP' - A way to make an activity easier of harder ○ Space: make the activity area larger or smaller ○ Task: change the activity ○ Equipment: change the equipment, bigger/smaller ball, use a beanbag ○ People: Change the number of people involved ○ Impact – children are learning skills in more explicitly planned manner.	➢ Autumn 23 - this will then be followed by Gymnastic training – two sessions.

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
Continue lunchtime sport sessions/activities for pupils Increase sessions further	Lunchtime supervisors / coaches - as they need to lead the activity Pupils – KS1 and KS2	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. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key Indicator 5: 5.Increased participation in competitive sport	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.	£1170 costs for additional coach time to support lunchtime sessions.
Continue to have PESSPA at the heart of the school improvement through allocated staff meeting time Develop staff skills, understanding and competence of teaching gymnastics across the school to ensure progression	Teachers: to undertake high quality CPD in the following: ➢ Two twilight sessions on the teaching of gymnastics led by PE advisor ➢ Two twilight sessions – dance Pupils – high quality learning and support in gymnastics	Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement	Teachers more confident to deliver effective Gymnastics, supporting pupils to undertake extra activities inside and outside of school due to enjoyment, and as a result improved % of pupil's attainment in PE.	£600 PE advisor training HIAS – gymnastics Autumn Term £600 PE advisor training Summer Term

Purchase of Forest school resources – including tools and a swing to develop outdoor activity across the curriculum further	Pupils- outdoor learning opportunities and exercise have increased	Key Indicator 2: Engagement of all pupils in regular physical activity Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils	Children's experiences in exercise and enjoyment are increased	£1000
To continue using PESSPA as a tool for whole school improvement in order to build children understanding of both their physical and mental wellbeing through sport and activity. Purchase subscription to 'SCARF' to support our work on developing children's understanding of how physical and mental health can be supported through activity.	Pupils - learning Staff – confidence and competence	Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement	Children's wellbeing, mental and physical health are supported.	£400

Increase further activity and sporting events throughout the school year through engagement with school pyramid	Pupils	Key Indicator 5: 5.Increased participation in competitive sport	Children to have the opportunity to take part in team events, including: ➢ Cross country event ➢ Football tournaments ➢ Netball matches ➢ Athletics events	£1000 – staff release, coaches £500 – kit
Purchase of 'Complete PE' online package to support teaching, learning and assessment. Purchase of new and updated equipment as per audit to ensure high quality lessons with appropriate resources	Teachers – confidence and competence including in the assessment of PE Pupils - development of skills and 'Heart, Head, Hands' Pupils	Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport Key Indicator 2: Engagement of all pupils in regular physical activity Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Full range of PE is taught in a targeted and small step approach, using AfL to develop children's confidence and skills High quality resources ensure PE is given a high profile and children enjoy full access to resources	£105 £4000
Introduce annual Football Tournament (based on last year's success) led by pupils with support from lunch leaders	Pupils- leaders in PE and sport	Key Indicator 2: Engagement of all pupils in regular physical activity Key Indicator 5: 5.Increased participation in competitive sport	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.	£500 – footballs, bibs medals, prizes, certificates

Develop the opportunity for more activity on the playground during lunchtimes and breakitmes – markings, including standing long jump and solid fitness circle skip	Pupils participation	Key Indicator 2: Engagement of all pupils in regular physical activity Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.	£3000
Develop further children's enrichment opportunities to experience a range of sporting opportunities	Pupil participation	Key Indicator 2: Engagement of all pupils in regular physical activity Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Children's experiences in exercise and enjoyment are increased	£3875
Extra swimming for Year 6	Pupil participation	Key Indicator 2: Engagement of all pupils in regular physical activity	Our Year 6 children had swimming lessons in Year 4 after their return from Lockdown. They will have further lessons to support swimming efficiency further.	£1000

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
Continue lunchtime sport sessions/activities for pupils Increase sessions further.	Children are highly active as a result of the coach sessions at lunchtime. The multi-skills games are well received and there is a large take up from across the school at these sessions.	We have employed a LSA with experience of leading summer camps and our next steps are to create more games sessions at lunchtime to increase participation further.
Continue to have PESSPA at the heart of the school improvement through allocated staff meeting time. Develop staff skills, understanding and competence of teaching gymnastics across the school to ensure progression.	Training in both Gym and Dance for teachers has ensured that lessons focus on the key fundamental movements that are needed to enable the children to build skills and participate in the element of PE more skillfully. The children are making much better progress and are therefore more confident in the area of PE being covered. The fundamentals training has given staff more confidence to be able to consider all pupils' starting points and give them a deeper understanding of how to help them progress and build on their skills. It also provided excellent task variation suggestions that staff can build into each lesson to enable all children to achieve. Lesson observations show lessons that are targeted to children's current ability and much more focused on developing and refining skills. The PE learning journeys we have introduced have ensured greater clarification around each of the key elements of the learning journey. They are better able to describe the impact of physical activity on their fitness including specific elements of the sport they are undertaking.	This work has had an excellent impact on our PE curriculum and our next steps are to ensure new staff are inducted in this to continue this consistently.
Purchase of Forest school resources – including tools and a swing to develop outdoor activity across the curriculum further.	Resources purchased and children in Year R are having weekly Forest School sessions. This has supported children with their independent and resilience skills as well as motor skills. Forest School leader has been released to work alongside another Forest School teacher to see good practice.	Next step is to have a progression of skills document for whole school and arrange Forest School opportunities for all of the school.
To continue using PESSPA as a tool for whole school improvement in order to build children understanding of both their physical and mental wellbeing through sport and activity.	We have adopted the 'head, heart, hands' approach to all PE lessons and this has supported children's understanding of both physical and mental wellbeing through sport and activity as it is part of lessons (as observed). We continue to use the SCARF programme as part of this	

Purchase subscription to 'SCARF' to support our work on developing children's understanding of how physical and mental health can be supported through activity.	teaching and the messages around the importance of physical activity on our wellbeing are paramount.	
Increase further activity and sporting events throughout the school year through engagement with school pyramid. Develop further children's enrichment opportunities to experience a range of sporting opportunities.	Children have had opportunities including the School Games, Penguins Swimming Gala, Active360 cricket and football weekly coaching (KS2), St Swithuns cricket coaching, dance competition at the Theatre Royal. Wheels Up has continued to happen each term and we have a positive uptake of children bringing in cycles, skates and scooters to take part. We offer a free club which includes sports to our children in receipt of PPG and attendance at this has increased.	
Purchase of 'Complete PE' online package to support teaching, learning and assessment. Purchase of new and updated equipment as per audit to ensure high quality lessons with appropriate resources	Complete PE is used across the school and is supplemented with our 'head, heart, hands' planning and PE learning journeys. Equipment has been purchased, with a focus on athletics resources and playtime resources.	
Introduce annual Football Tournament (based on last year's success) led by pupils with support from lunch leaders.		
Develop the opportunity for more activity on the playground during lunchtimes and breakitmes – markings, including standing long jump and solid fitness circle skip.	High level of sign up in Key Stage Two. Children are highly motivated by this opportunity.	
Extra swimming for Year 6.	We have purchased multi-use playground sports barriers to enable us to give designated spaces to different activities on the playground. This has also ensured the children have a clearly designated area for our new climbing wall. Staff report these have enabled safe play with clearly spaces for children to use. Free sessions provided by Winchester Swimming Club.	

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

Question	**Stats:**	**Further context** **Relative to local challenges**
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	83%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	86%	

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	79%	*Use this text box to give further context behind the percentage.*
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?	No	Above national swimming data
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	We employ swimming coaches to teach swimming at our lessons

Signed off by:

Head Teacher:	Jane Hall
Subject Leader or the individual responsible for the Primary PE and sport premium:	Janet Ellison
Governor:	Alistair Duncan – Chair of Governors
Date:	September 2023 - written Reviewed- June 2024