



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	Future Actions
<p>Key indicator 1:</p> <p>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.</p>	<ul style="list-style-type: none"> ● The provision of spare PE kits ensured the curriculum was accessible for all. No child missed out due to lack of kit. ● Review of the curriculum and purchase of PE Pro led to an improved offer in class PE sessions. This resulted in wider engagement, enjoyment and participation for all. ● Fitness 15 and structured play at break times (EYFS/ KS1) significantly increased physical activity time. Following the EYFS review in 2022, there are “more breathless children” as a result of the changes. ● Pupils had a voice, through Talk, Listen, Action, resulting in them enjoying an improved offer which met their interests and needs. ● Attendance at the ASC provision improved and targeted specific children to meet need. <ul style="list-style-type: none"> ○ KS1: 166 participants ○ KS2: 408 participants 	<ul style="list-style-type: none"> ● Changing into PE kit / sourcing spare kits reduced activity time. Children to wear kits all day on PE days from Oct 2023. ● OPAL to lead to a similar model of structure throughout KS2. ● CPD training from YSSP to increase the range and quality of Fitness Fifteen activities ● Evaluate access to and enjoyment of PE for pupils with SEND, including participation with the Y6 residential.
<p>Key indicator 2:</p> <p>The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<ul style="list-style-type: none"> ● Pupil voice and staff feedback evidenced that children’s confidence and level of skill improved across a range of sports. ● Focussed CPD, provided by specialist coaches, on developing Gymnastics has improved teacher knowledge and confidence. Access to specialist teaching in gymnastics has increased pupil enjoyment and skill. ● Specialist teaching in Dance has led to opportunities for children to perform in school and at a dance festival. ● The evaluation of the curriculum led to an improved Outdoor Learning offer and further impacted the children’s love of outdoor activities and learning. ● Judo, yoga, boxing and functional fitness engaged pupils and this led to participation in the extracurricular offer. 	<ul style="list-style-type: none"> ● Continue to work with specialist providers to ensure quality provision. ● Promote after school involvement in gymnastic activities to build on the enthusiasm from the lessons. ● Enter gymnastics and other sporting festivals ● Further strengthen participation in Judo through the extra-curricular offer ● Raise the profile of sporting

		<p>achievements across school. Establish sports teams and a sense of pride for representing school.</p> <ul style="list-style-type: none"> ● Training for teachers to develop outdoor learning links with their curriculum. ● Share vision of physical activity for children at Westfield with The Place so they can build upon our offer.
<p>Key indicator 3:</p> <p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<ul style="list-style-type: none"> ● Training provided by specialist teachers upskilled staff in delivering Fitness 15 sessions. Monitoring and pupil voice evidenced high quality and more enjoyable sessions. ● Recruitment of a new PE specialist has enthused staff and provided advice and guidance to further improve provision. ● Staff reported higher levels of confidence following CPD input from specialist teachers in gymnastics. ● Investment in EYFS staff has led to an improved offer for physical development. ● Evaluation of PE Pro: teachers report being more confident to deliver high quality PE due to resources available and visuals that accompany this. Teachers feel confident that lessons are progressive and well sequenced to build on previously learnt skills and knowledge. 	<ul style="list-style-type: none"> ● CPD programme continued next school year to address other identified areas ● Evaluate the impact PE Pro is having across school.
<p>Key indicator 4:</p> <p>Broader experience of a range of sports and activities offered to all pupils</p>	<ul style="list-style-type: none"> ● Stronger curriculum planning, following the introduction of PE Pro, has led to a wider offer of sports and activities for all pupils. ● Changes to swimming routines have increased lesson time. ● Additional specialist teachers, which are not part of the PPA offer, have provided opportunities for children to engage in yoga, dance, Outdoor Learning and other competitive sports. ● The extra-curricular club offer has been considerably enhanced and enjoyment is evident through high levels of attendance. 	<ul style="list-style-type: none"> ● Further investment in CPD will help staff to use the equipment to its full ability. ● Additional swimming lessons may be provided to increase the percentage of children being able to swim 25m by the end of Y6. OPAL programme.

<p>Key indicator 5:</p> <p>Increased participation in competitive sport</p>	<ul style="list-style-type: none"> ● Fitness 15 sessions have built skills in teamwork, competition and resilience. Analysis of CPOMS shows a reduction in incidents following competitive games at playtime. ● Through the use of Dance specialist teaching in school, the children have competed in Dance Festivals, which has opened up different opportunities. ● Intra-school sport occurs on a daily basis through Fitness 15. 	<ul style="list-style-type: none"> ● Inter-school sport with the YSSN will further the children's experiences. ● Develop School Sport playing opportunities in a wide range of sports
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Key priorities and Planning

This planning template will allow schools to accurately plan their spending.

Key Indicator 1 – Increased confidence, knowledge and skills of all staff in teaching PE and sport.			
Action – what are you planning to do	Who does this action impact?	Impacts and how sustainability will be achieved?	Cost linked to the action
<p>Staff audit on teachers' confidence, knowledge and skills to deliver the PE Pro curriculum.</p> <p>Introduce a consistent staff dress code with the aim of making teachers feel comfortable in delivering high quality PE, and modelling to the children that appropriate dress is a part of successful physical activity.</p> <p>Teachers have undergone CPD in relation to maximising outdoor learning opportunities (forest schools) which will now be threaded through the curriculum.</p> <p>WOW - Watch Others Work. This provides teachers with the opportunity to observe internal and external expertise, allowing us to share best practice across school.</p> <p>OPAL project - Supporting school improvement through better play and play times.</p>	<p>Teachers/external coaches - as they will lead the activity.</p> <p>Children - as they will participate.</p>	<p>Following the audits, we will be more aware of any future CPD needs and any support will be directed towards meeting these areas to improve.</p> <p>EYFS PD scores increased due to effective PE teaching delivered by specialist teachers.</p> <p>Primary teachers are more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school and as a result improved % of pupil's attainment in PE.</p> <p>There is a wider and more varied offering of school sport, PE and physical activity. This will include a bespoke outdoor learning plan for each Key Stage.</p> <p>Fitness 15 allows teachers to provide a wider variety of games with confidence covering a range of skills aligned with school virtues.</p> <p>OPAL will allow more teaching time, improved behaviour, faster core skills</p>	<p>PE Pro App, including external coaches - £6000</p> <p>YSSN membership - £7000</p> <p>Yoga - £4000</p>

<p>Maintain the use of PE Pro through supporting teachers in any identified area for development to ensure quality provision.</p> <p>This will be done through the use of external partnerships:</p> <p>Elite coaching - provide CPD for teachers - gymnastics CPD opportunity.</p> <p>York School Sports network - provide CPD opportunity.</p> <p>Yoga - CPD opportunity.</p> <p>Inclusive practice in PE - CPD will be sourced via Elite and YSSN.</p> <p>Fitness 15 – Provide a shared bank of resources for teachers.</p>		<p>development, inclusion for all children and an improvement on happiness and wellbeing.</p>	
<p>Key Indicator 2 - The engagement of all pupils in regular physical activity.</p>			
<p>Introduction of new school uniform policy, which allows children to attend school in PE kit. Expectations have increased regarding children’s appearance and readiness in regards to physical activity.</p> <p>Through participation in the OPAL project, we aim to ensure that every child has an hour of high-quality play everyday - with no exceptions.</p>	<p>Teachers/external coaches - as they will lead the activity.</p> <p>Children - as they will participate.</p>	<p>All children will access a minimum of 2 hours of PE per week.</p> <p>Every child will have access to high-quality play every day - an additional 30 minutes per day.</p> <p>Transfer the strong practice in supporting pupils' behaviour from the classroom to playgrounds. Instil "make the right choices when no one is looking".</p>	<p>Dancing Coach - £1310</p> <p>Forest Schools - £4500</p>

<p>OSF (Opening Schools Facilities) to improve engagement outside of school hours.</p> <p>After school clubs are linked to competition with other schools.</p> <p>Identify non-active pupils and provide a pathway for these children to access PE and sport beyond the curriculum.</p> <p>Inclusive practice in PE - teachers will be knowledgeable and trained in how to adapt practice for all children to be involved.</p> <p>Celebration of a diverse range of sporting and active role models in whole school assemblies.</p>		<p>All children will have access to after-school provision in a range of activities including yoga, judo, gymnastics and dance in order to build on enthusiasm from the lessons.</p> <p>Children are participating in competitive fixtures against other schools and in competitions in a number of sports across the calendar year.</p>	
<p>Key Indicator 3 - The profile of PE and sport is raised across the school as a tool for whole school improvement.</p>			
<p>To reduce the number of playtime and lunchtime behaviour incidents as evidenced in CPOM entries through the training and delivery of OPAL, where games are played in a safe and happy environment.</p> <p>School to use the website and social media presence to promote and celebrate our involvement in school sport, PE and other physical activities.</p>	<p>Teachers/Teaching Assistants/Parents/Carers - as they will lead or support the activity.</p> <p>Children - as they will participate.</p>	<p>A reduction in the number of breaktime and playtime incidents. This will be evidenced through CPOM analysis over previous terms/years and pupil voice about how the children feel about playtime.</p> <p>Teaching Assistant audit on their confidence on the delivery of play time games.</p> <p>Children engaged in games and willing to</p>	

<p>Lunchtime staff to engage and lead play activities for the children.</p> <p>Establish high-profile sports teams within school to compete on a regular basis in inter-school sports. This will be celebrated in assembly.</p> <p>School will identify vulnerable children and provide additional provision (The Club) in order to build a positive relationship and attitude towards school and learning.</p> <p>School will engage with parents by providing shared classes to promote a healthy and active lifestyle beyond the classroom.</p>		<p>participate in play activities.</p> <p>The number of children competing will increase in sports teams.</p> <p>CPOMs entries will be reduced for the target children that are selected to attend 'The Club'.</p> <p>Parents and carers will have a positive attitude and greater understanding of the work that goes on within school and how this translates into competitive sport.</p>	
<p>Key Indicator 4 - Broader experience of a range of sports and activities offered to all pupils.</p>			
<p>Evaluate and design the curriculum to prioritise fundamental movement skills before the children develop sport specific skills.</p> <p>Improve broader range sporting experiences for children in school through the specialist of teaching of dance, yoga, judo and outdoor learning.</p> <p>Increase the range of activities available at playtimes via the OPAL</p>	<p>Teachers/External coaches - as they will lead or support the activity.</p> <p>Children - as they will participate.</p>	<p>Children develop key fundamental movement skills and will have the confidence and ability to develop sport specific skills, which will allow the opportunity to access a broader range of sports such as tennis, cricket and hockey.</p> <p>Children's enjoyment and engagement in PE, school sport and physical activity will increase. This will be evidenced through pupil voice.</p> <p>Playtime incidents to be reduced as</p>	<p>Staff meeting - CPD</p>

<p>programme.</p> <p>Teachers have undergone CPD in relation to maximising outdoor learning opportunities (forest schools) which will now be threaded through the curriculum.</p> <p>Links to 'The Place' where children can develop sport specific skills and make connections to the University of York.</p> <p>Audit all children to establish what sporting activities they would like beyond the current curriculum offer. This will also include a targeted group of non-participant children.</p>		<p>evidenced through CPOMs entries.</p> <p>Increase in sports participation beyond school and in the wider community through local providers/clubs.</p> <p>Pupil participation at 'The Place' outside of school hours.</p>	
<p>Key Indicator 5 - Increased participation in competitive sport.</p>			
<p>To ensure there are pathway to competition for pupils in the following areas:</p> <ul style="list-style-type: none"> - Y5/6 girls' football - Y5/6 boys' football - Y3/4 mixed football - Links to YSSN competitions and festivals <p>Within the year, intra-school competitions across classes throughout the year.</p>	<p>Teachers/External coaches - as they will lead or support the activity.</p> <p>Children - as they will participate.</p>	<p>Increased number of children engaging in inter-school competitions to further the children's experiences.</p> <p>Increased number of children engaging in intra-school competitions.</p>	

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.

Key Indicator 1 - Increased confidence, knowledge and skills of all staff in teaching PE and sport.		
Activity/Action	Impact	Comments

Key Indicator 2 - The engagement of all pupils in regular physical activity.		
Activity/Action	Impact	Comments

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Key Indicator 3 - The profile of PE and sport is raised across the school as a tool for whole school improvement.

Activity/Action	Impact	Comments
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Key Indicator 4 - Broader experience of a range of sports and activities offered to all pupils.

Activity/Action	Impact	Comments
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Key Indicator 5 - Increased participation in competitive sport.

Activity/Action	Impact	Comments
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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>
<p>What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?</p>	<p>%</p>	<p><i>Use this text box to give further context behind the percentage. e.g., 30% - we are struggling to get pool space due to our local pool closing so we have had to use a much smaller local school pool. We have had to limit the number of pupils attending swimming lessons during one term which means some pupils have attended fewer swimming lessons than others.</i></p>
<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>%</p>	<p><i>Use this text box to give further context behind the percentage. e.g., Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2024</i></p>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>%</p>	<p><i>Use this text box to give further context behind the percentage.</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>Yes/No</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>Yes/No</p>	

Signed off by:

Head Teacher:	<i>Lamara Taylor</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Richard McEvoy and Matt James</i>
Governor:	<i>Andrew Waller</i>
Date:	<i>November 2023</i>