



The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated July 2024

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 (2023/2024)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact
Aim 1: To ensure no children miss their two hours curriculum PE due to a lack of kit.	Curriculum was accessible for all as no child missed out due to lack of kit or socio-economic background.
Embed 'Fitness Fifteen' to promote teamwork and being able to win / lose with grace.	Significant contribution towards achieving the additional 30 minutes activity per day. It has also been used to teach children how to play games fairly and how to handle disputes if or when something goes wrong.
Increase the variety of activities on offer at break time.	Pupils are given a voice through Talk, Listen, Action which gave them the opportunity to choose equipment and activities for break time.
Increase the variety of equipment available at break time.	The ASC provision was well attended and provided additional activity for a wide range of different children.

<p>Aim 2: Use PE / sport and specialist coaches to improve the quality of the children's learning by building:</p> <ul style="list-style-type: none"> ● Self confidence ● Leadership ● Determination ● Team Work ● Resilience ● Self and peer respect ● Honesty ● Connections 	<p>The self-confidence of the children involved has increased due to a combination of specialised coaching and quality first teaching.</p> <p>Gymnastics has engaged a number of pupils who previously struggled to participate in PE as they prefer to participate in an individual activity compared to a team sport.</p> <p>Dance has grown in numbers and this has included performances at school and at a large dance festival.</p> <p>Judo, boxing and functional fitness has engaged pupils and seen greater participation in extracurricular activities in these areas from pupils who previously did not attend enrichment activity. The focus on individual performance has had an impact.</p> <p>The school virtues have been witnessed in PE and celebrated in assemblies.</p>
<p>Aim 3: Staff feel confident to deliver PE and Sport within and outside the curriculum.</p>	<p>Staff felt more confident and the lessons were of better quality in these highlighted areas but further support is needed in some specialist areas of PE, such as gymnastics.</p> <p>PE Pro has empowered the staff to deliver PE with more confidence due to the video support it provides.</p>
<p>Aim 4: To provide the children with the confidence to try a broad range of sports and physical activities by giving them the core skills needed to take part.</p>	<p>PE Pro is based on the Male and Female Youth Development Models and ensures key skills are learned before engaging in team / competitive situations. This has helped the children to engage and participate in lessons with more enthusiasm and increasing skill.</p> <p>Lunchtime dance classes and curriculum access to Judo and Yoga have introduced the children to new sports without the need for an after school or monetary commitment.</p>

<p>Aim 5: To increase the number of children taking part in intra and inter school sport and drive the variety of sports in which we take part.</p>	<p>The children have enjoyed focusing on competition during sports week and have developed a keen team spirit. It has also helped to encourage fairness, resilience and has taught some children how to cope with disappointment.</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
Continued Professional Development for teachers in an identified area of need.	Teachers and pupils.	Key Indicator 1	<p>Teachers have identified that gymnastics remains the key area of need for CPD and will receive specialist support. They will use observation and team teaching strategies to upskill their PE teaching.</p> <p>The teachers will be more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school.</p> <p>Teachers will embed their use of PE Pro thus building their confidence when delivering and assessing PE.</p> <p>PE Pro uses video to support experienced and new staff to deliver high-quality PE.</p>	<p>£4,750</p> <p>Specialist coaching (gymnastics) to support CPD and with a pathway to ASC provision.</p>

<p>Increase participation in extracurricular activities, including participation in inter-school sport.</p>	<p>Teaching staff Coaching partners Pupils in KS1 and KS2.</p>	<p>Key indicator 2 Key indicator 4</p>	<p>High quality coaching and teaching in the curriculum will increase the confidence to take part in an ASC.</p> <p>The after school provision will be focused in two key areas: participation and enjoyment in order to extend the school's offer and appeal to a broader range of children and competition.</p> <p>We will offer clubs which cater for children who wish to compete, those who are new to competition and for those who wish to participate for enjoyment.</p> <p>Inter-school activities will also focus on competition (football leagues for example) and competitive participation for those new to competition (Nerf Battles) and festival experiences in dance and football.</p> <p>Our continued engagement with the OPAL scheme will provide a broader range of playtime activities.</p>	<p>£1,500 Membership fee to the York School Sports Network</p> <p>£3,040 Specialist coaching (curriculum PE) with a pathway to ASC provision and YSSN competition.</p> <p>£4,750 Specialist coaching (gymnastics) to support CPD and with a pathway to ASC provision.</p> <p>£3,920 Specialist coaching (yoga) with a pathway to ASC provision.</p> <p>£1,000 PE Pro access</p>
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<p>To raise the profile of PE and sport across the school.</p>	<p>Teachers and pupils.</p>	<p>Key Indicator 3</p>	<p>The children's participation in school festivals, non-competitive fixtures and competition will be celebrated in school and shared with parents via social media.</p> <p>We will celebrate success but a key area will be the children's conduct in line with the school's virtues.</p> <p>Our continued engagement with the OPAL scheme will provide a broader range of playtime activities and raise the profile of being active in a variety of ways.</p>	<p>£1,500 Membership fee to the York School Sports Network</p>
<p>To offer a broader experience of a range of sports and activities</p>	<p>Teachers and pupils.</p>	<p>Key Indicator 4</p>	<p>Curriculum and ASC provision will be enhanced beyond our usual offer using specialist coaching in:</p> <ul style="list-style-type: none"> - Forest Schools - Judo (in conjunction with OSF) - Yoga 	<p>£3,920 Specialist coaching (yoga) with a pathway to ASC provision.</p> <p>£3,800 Specialist coaching (Forest Schools) with a pathway to ASC provision.</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.

Activity/Action	Impact	Comments / Next Steps
Increased confidence, knowledge and skills of all staff in teaching PE and sport.	PE Pro has had a significant impact on the teacher's confidence and quality first teaching.	Assessment of PE is the next step to ensure we have a clear picture of what the children know, what they can do and what we need to do next.
Engagement of all pupils in regular physical activity	OPAL has had a significant impact on the children's activity levels at break and lunchtimes. The children come to school in PE kit, this has helped to remove some barriers in terms of forgotten kit.	Embed OPAL alongside the PE offer as a way to embed our key virtues and to help shape the children's view of physical activity.
The profile of PE and sport is raised across the school as a tool for whole school improvement	OPAL has also had a significant impact on the children's behavior at break times. The children are using physical play as a vehicle to build relationships and learn to manage their own emotions.	Embed our celebration of school sport in school and on social media.
Broader experience of a range of sports and activities offered to all pupils	Beyond the curriculum, the PE offer has included judo and yoga. The ASC offer has been wide and varied and catered for children in KS1 and KS2.	Inclusive sports- we need to explore, in more detail, how we cater for children with physical impairments which impact their ability to take part in PE.
Increased participation in competitive sport	It has also provided opportunities for a wider range of children to be competitive or to participate in non-competitive festivals.	A greater reliance on the expertise of the staff will be needed alongside our specialist coaches.

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.

We currently offer swimming in Year 4

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 4 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	36%	We are starting from a low baseline as very few children access private swimming lessons due to the socio-economic challenges in the area. The school swimming lessons are the first opportunity many children have had to swim and certainly, the first time they have been formally taught.
What percentage of your current Year 4 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	39%	

<p>What percentage of your current Year 4 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>45%</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>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>All swimming teaching is done by specialist swimming teachers to ensure quality first teaching.</p>

Signed off by:

Head Teacher:	Lamara Taylor
Subject Leader or the individual responsible for the Primary PE and sport premium:	Richard McEvoy
Governor:	Andrew Waller
Date:	July 2024