



# 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
To exceed the minimum guidelines for physical activity by providing children with a range of physical activities both within and outside of the school day. Increasing the fitness levels, confidence and resilience of all children in school.	A total number of 119 children took part in after school clubs (69 boys/50girls). 37 of which were SEN, 87 pupil premium, and 62 EAL.	We deliver a full and comprehensive after school club programme, enabling the children to keep active and take part in a range of activities including team games, dance and gymnastics. Children were active in breakfast clubs, at lunchtime and after school.  We have also used external providers to deliver sports activities during the school Holiday  These resources included, volleyball, handball, rounders, gymnastics, athletics and SEN equipment.
Increase resources held in school so that children can participate fully in sports outside those traditionally played in school.	Enables us to deliver a wider range of activities.	

<p>Engage children in sporting activity who may be reluctant to participate</p> <p>Climbing Club took place during Spring Term. 20 children (10 x 2) that were identified as struggling in school, having low confidence or self-esteem, or would give up easily were selected</p> <p>We participate in many school competitions, both within our trust and city wide</p>	<p>Weekly improvements of fitness, energy, state of mind, and productivity was observed and recorded by the class teachers</p> <p>Pupils were challenged and encouraged to climb higher and push themselves each week. Over the duration of the climbing club children increased confidence, resilience and wellbeing, which they took forward into other areas of school life. A third of those pupils were able to reach the top of the wall and every other child progressed further each week.</p> <p>This provided children with an opportunity to show qualities such as, leadership, determination, handling their emotions, teamwork, and it provided them with an opportunity to represent their school.</p>	<p>Targeted sessions such including HIIT sessions, yoga and mindfulness.</p> <p>In was notes that the children that took part were more engaged and performed better across other areas within school.</p> <p>We will continue to offer all children opportunities to attend events, festivals and competitions. This is both at A and B team level. When representing the school children demonstrate different attributes not always on show, such as pride, self-worth, teamwork and respect.</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 £17,750 allocation
<i>Continue after school clubs delivered by Hattrick</i>	<i>All children in school have the opportunity to take part in a sporting after school club</i>	<i>Key Indicator 2 - The engagement of all pupils in regular physical activity</i>  <i>Key Indicator 3 - The profile of PE and sport is raised across the school as a tool for whole-school improvement</i>  <i>Key Indicator 4 - Broader experience of a range of sports and activities offered to all pupils</i>	<i>A strong emphasis on sport, activity and fitness has been built up over a number of years at St John's. Children see and take part in these activities as part of their normal day, and have come to rely and enjoy on the clubs and sessions that are provided. This funding will allow the existing impact to continue.</i>	<i>£2,280</i> <i>£30 per session x 2 times per week x 38 weeks</i>
<i>Delivery of lunchtime PE sessions</i>	<i>All children in school are able to participate in a sporting activity during their lunch break.</i>	<i>Key Indicators 2, 3 and 4</i>	<i>The club and holiday programme works effectively and we change it regularly to ensure that the activities stay relevant and fresh, in order to maintain sustainability.</i>	<i>£10,140</i> <i>£52 per day x 5 days x 39 weeks</i>
<i>Contribution to holiday clubs to allow them to run for longer</i>	<i>All children from year 1 upwards are able to participate.</i>	<i>Key Indicators 2, 3 and 4</i>		<i>£1872.70</i> <i>£15.35 per hour x 86 hours x 2 sports</i>

<i>hours/times than funded by Streetgames</i>				<i>assistants</i>
<i>Participation in School Games.</i>	<i>Allow the children to experience competitive sport outside of traditional team games.</i>	<i>Key Indicator 5. Increased participation in competitive sport.</i>		<i>£200</i>
<i>Specific CPD for new PE delivery staff members</i>	<i>New PE lead HLTA. Courses/ opportunities to be identified throughout the year.</i>	<i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i>	<i>New PE lead more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school</i>	<i>£1,500</i>
<i>Resilience activity (TBD)</i>	<i>Children identified who will benefit from increase resilience particularly in Maths and English.</i>	<i>Key Indicators 2, and 4</i>	<i>TBD but the aim will be for children to build up their levels of fitness and stamina and overcome obstacles in order to be able to perform consistently over a set time/distance.</i>	<i>£700</i>
<i>Increase resources held in school</i>	<i>Children can participate fully in sports outside those traditionally played in school</i>	<i>Key Indicators 2, 3 and 4</i>	<i>New sports kit will be purchased to allow staff to be able to provide a wider range of games and activities.</i>	<i>£1,000</i>



## 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
Continued to run after school clubs delivered by Hattrick, All Star and Little Ballers	A total number of 85 children took part in after school clubs. 26 of which were SEN, 57 pupil premium, and 42 EAL.	A wider range of clubs has been offered than ever before. Sports now include Little Ballers basketball and gymnastics. This has partly been funded through the Opening Schools Fund alongside Sports Premium.
Delivery of lunchtime PE sessions meaning that all children are able to take part in a sporting activity during their lunch break.	Lunchtime sports sessions (SALAD) delivered across both sports pitches every day of school term. All children able to choose to participate in sports during their lunch break.	Cover arrangements meant the EY have also benefitted from lunch time sports/games sessions.
Contribution to holiday clubs to allow them to run for longer hours/times than funded by Streetgames.	More children than ever before took part in holiday clubs both funding by Sport Premium and HAF. 106 different children attended clubs with 1068 attendances.82 qualified for free school meals and 8 had an identified SEN.	
Specific CPD for new PE delivery staff members resulting in an increase in resources to be able to offer a wider range of sport and activities in school.	New PE lead is more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school. New sports such as indoor curling have	This has had a direct impact on the number of children participating in clubs particularly those with SEN needs. Sports such as indoor curling have proved

	been introduced.	attractive to children who are otherwise reluctant to engage in PE.
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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?	30%	<i>For many of our children the only opportunity they have to take part in swimming lessons are through school. Only a small percentage either have lessons, or swim socially outside of school. Huge progress was made by the vast majority of pupils e.g. from being a non-swimmer to a swimmer, although not all of these pupils can achieve a distance of 25m.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	60%	<i>The majority of the class can demonstrate a range of swimming strokes effectively. For those that don't fall into this category, many can use one or two strokes effectively.</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>65%</p>	<p><i>The class only received a couple of water safety based lessons. All children know the dangers of water, and could describe effective self rescue techniques, with the majority being able to perform safe self rescue.</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>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>	

Signed off by:

Head Teacher:	<i>Tracey Caffrey</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Lee Breheny</i> <i>Community Sport Development Officer</i>
Governor:	<i>John Anderson</i> <i>Chair of governors</i>
Date:	27 <sup>th</sup> September 2023