



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
<p><i>We continue to be a member of the Ashton Park School Sport Partnership (SSP), Last year we have attended football, netball, indoor athletics, swimming, hockey, cricket and tri golf tournaments and festivals.</i></p> <p><i>We have continued to run a sports council</i></p> <p><i>We held an active sports day which was attended by a local sporting personality – Katrina Hart, a British runner. In addition.</i></p> <p><i>Ashton Gate provided a sports related activity – Jailhouse Break which took place at Ashton Gate Football Stadium, which involved year 4 children.</i></p> <p><i>We have also employed a sports coach, who ran sporting activities during lunch times and supporting the outdoor PE teacher to deliver PE lessons, enabling closer development of more pupil's skills. They have run sports clubs this year: tennis, bench ball and badminton.</i></p> <p><i>To provide stimulating play activities at play times and lunch times to encourage greater pupil participation in physical activities.</i></p> <ul style="list-style-type: none"> <i>• To continue to improve and enhance the role of SMSA's during lunch and break times.</i> <i>• Allocate a budget for resources to develop playtime</i> 	<p><i>Which provides opportunities for all pupils to compete in a wide range of sports at both local and county levels.</i></p> <p><i>Which has seen children leading weekly sports challenges, which are celebrated in weekly assemblies. This has helped to increase physical exercise during lunchtimes.</i></p> <p><i>Children were made aware of different sports that can be done by paraolympic athletes. From this sponsored event , we purchased a wide range of sports equipment to enhance PE lessons and lunchtime activities.</i></p> <p><i>An exciting sporting activity for year 4 children to further enhance physical activity mixed with problem solving activities.</i></p> <p><i>Support from PE coach to help children were found PE challenging – were able to take part in smaller groups and adaptive teaching took place.</i></p> <ul style="list-style-type: none"> <i>- Increased physical activity for all pupils during breaks</i> <i>- Increased physical activity during breaks</i> <i>- A wider range of activities are available for children to use that change regularly</i> 	<p><i>Will continue to use sports partnership and try to include different sporting activities for the children to attend.</i></p> <p><i>Sport's Council to continue – try and get some new activities included – ask the children what they would like to see at lunchtimes.</i></p> <p><i>To book in a sports athlete for next year as this is a great sponsored event, which brings in money for the school.</i></p> <p><i>Look for further sports activities to take larger groups of children.</i></p> <p><i>Sports coach is no longer available – do we employ another sports coach or have sports coaches to come into school and coach the children?</i></p> <p><i>Will need to see if we can use outside agencies to run sports clubs after school.</i></p> <p><i>SMSAs to continue to develop activities at lunch times and to encourage greater pupil participation in physical activities.</i></p> <p><i>Training for SMSA's to support physical activities during lunchtimes.</i></p>

<p>activities</p> <p>Friday Celebration Assemblies include a focus on sporting achievements to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in the assemblies.</p> <ul style="list-style-type: none"> • Achievements are celebrated in assembly e.g. match results • Year groups shown dance/gym displays. • Certificates are awarded to the weekly sports challenge winners. <p>Ensure an up- to- date notice board is maintained in the entrance to the hall to raise the profile of PE and Sport to all pupils.</p> <ul style="list-style-type: none"> • Maintain an up to date display that provides information about PE and school sports events. <p>PE had begun to review the curriculum to ensure a clear progression of skills and knowledge across the school</p> <p>Introduction of Real PE</p> <p>Ensure that sports from year3-6 show progression</p> <ul style="list-style-type: none"> • Agree a format to document the skills and knowledge across the school • Complete the agreed documentation using current planning • Identify any curriculum enhancements required <p>Cycle Proficiency Training to Year 4 and Year 6 pupils to ensure they are road aware before moving on to secondary school.</p> <ul style="list-style-type: none"> • Arrange the training with the local provider. • Arrange hire of bikes for those that don't have access to one. 	<ul style="list-style-type: none"> - Children developing their sporting skills further <p>WIDER IMPACT AS A RESULT OF ABOVE</p> <ul style="list-style-type: none"> - Attitudes to learning improved - better concentration in lessons - Behaviour is good at lunch times, and this has led to improved learning in the afternoons - - Certificates and awards presented during assemblies - Awareness and pupils pride developed regarding school sporting achievements - Children receiving weekly sport challenge certificates - - The noticeboard is full of information and children are interested and keen to get involved in school sport - Increased self-esteem for pupils <p>Photos of the different clubs to attend/ PE lessons with photos of dance/gym/outdoor games.</p> <p>Improved physical education skills and subject knowledge for teachers</p> <p>A clear progression of skills and knowledge documented and published</p> <p>Children that took the training gained confidence and experience of cycling on the road</p>	<p>To continue to give physical education sport's events a high profile by celebrating in assembly. (more matches with netball, football for next year)</p> <p>PE display board to be updated regularly – leaflets/adverts for different sporting clubs within the wider community.</p> <p>For next year to include more training days with Real PE coaches as this is the scheme we recently purchased. To make sure that there is clear progression from year 3 to year 6.</p>
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Key priorities and Planning (2023-24)

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
<p>We continued to be a member of the Ashton Park School Sport Partnership (SSP)</p> <p>To take part in a variety of inter school sporting activities that focus on developing the skills of more able children.</p> <p>For children who are less confident with PE skills to attend festivals to increase their confidence.</p>	<p>This partnership provides opportunities for all pupils to compete in a wide range of sports at both local and county levels.</p> <p>This year the children have attended indoor athletics, swimming, cricket and tri golf tournaments and festivals.</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>PE subject leader to target entry into extra events and tournaments we haven't previously entered</p>	<p>Children will have the opportunity to access sports activities that they would not normally do.</p> <p>Children will have the opportunity to compete in competitive sports.</p> <p>Children who lack confidence with physical education will have the opportunity to engage in a variety of simple physical activities such as tri golf or team building exercises.</p> <p>Allocate money for mini bus hire to attend inter school events.</p> <p>Allocate adults to attend events with the children.</p> <p>Sustainability:</p> <p>To continue to use Sports Partnership to ensure a variety of competitive sport for the children.</p> <p>Children are able to develop their sporting skills further</p> <p>To regularly book in a variety of the sporting events that the sports partnership has to offer</p>	<p>£3000</p> <p>£5000</p>
<p>To provide stimulating play activities at playtimes and lunchtimes to encourage greater pupil participation on physical activities.</p>	<p>SMSAs to lead this activity.</p> <p>PE lead to train SMSA's in running simple physical activities such as games/ use of equipment to encourage the children to exercise.</p> <p>To encourage mini-sports activities.</p> <p>For example: netball/hockey/football</p>	<p>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.</p>	<p>Increased physical activity during breaks</p> <p>A wider range of activities are available for children to use that change regularly</p> <p>Children to develop their sporting skills further</p> <p>Wider impact as the result of above:</p> <p>Attitudes to learning</p> <p>Improved learning</p>	<p>£5000</p>

<p>Use local schools for netball, football and cricket matches.</p> <p>PE lead to continue to review the curriculum to ensure a clear progression of skills and knowledge across the school Introduction of Real PE Ensure that sports from year3-6 show progression Agree a format to document the skills and knowledge across the school Complete the agreed</p>	<p>All children can be included in the physical activities. – Use of astro and the MUGA – a time-table put in place.</p> <p>To include a competitive element with the local community – especially with sports such as football, netball and cricket.</p> <p>Improved physical education skills and subject knowledge for teachers</p> <p>A clear progression of skills and knowledge documented and published</p>	<p>The engagement of pupils in physical activity within the wider community.</p> <p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p>	<p>Concentration in lessons Behaviour is good at lunch and break times and this has led to improved learning in the afternoons. To encourage more children to be active during lunch times Sustainability: To regularly update SMSA’s with training To time-table in year groups with use of MUGA to run the mini sports activities. To continue to improve and enhance the role of SMSA’s during lunch and break times. Allocate a budget for resources to develop playtime activities To employ a sports coach and for them to start to run after school clubs.</p> <p>Communication with local schools in order to arrange matches. To allocate adults to accommodate and attend matches with the children.</p> <p>For next year to include more training days with Real PE coaches as this is the scheme we recently purchased. To make sure that there is clear progression from year 3 to year 6. Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, including teaching water safety and swimming.</p>	<p>£3825</p>
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<p><i>documentation using current planning</i></p> <p><i>Identify any curriculum enhancements required</i></p> <p><i>Teachers will be using Real PE scheme and units will be the same for each year group that will show progression.</i></p> <p><i>We have also employed a sports coach, who ran sporting activities during lunch times and supporting the outdoor PE teacher to deliver PE lessons, enabling closer development of more pupil's skills. They have run sports clubs this year: tennis, bench ball and badminton.</i></p>	<p><i>Support from PE coach to help children were found PE challenging – were able to take part in smaller groups and adaptive teaching took place.</i></p>		<p><i>We no longer employ a sports coach(left in Feb).</i></p> <p><i>For next year – I have looked into having a football club, cricket and a netball club for after school clubs.</i></p>	<p>£7425</p>
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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>What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?</p>	<p>50%</p> <p>50%</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><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>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>10%</p> <p>Yes/No</p>	<p><i>Use this text box to give further context behind the percentage.</i></p>

Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/ No	<i>Book Year 3 and Year 5 teachers on swimming course for year 2023-2025</i>
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Signed off by:

Head Teacher:	<i>Heather Morris</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Alice McLeod, PE Lead</i>
Date:	<i>17/7/24</i>

