



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
1. To further support and develop teachers expertise in teaching PE.	Working alongside sports coaches and practitioners staff confidence and delivery has improved evidenced through monitoring of lesson visits, teacher surveys and pupil voice.	Looking forward to next year the academy is ready for staff to begin to take the lead more in teaching games, dance and gymnastics and further embed their knowledge and understanding of fundamental movement skills and progression.
2. To further support pupils is participating in competitive sport.	Pupils achieved	Pupils now need to develop their physical literacy further and embed the fundamental movement skills to apply across different games and sporting situations to become more tactical supporting better outcomes in competitions.
3. Pupils are active for 60 minutes each day	Monitoring of lunchtimes and playtimes	Still work to undertake with reluctant

of which 30 minutes is in school.	<p>demonstrates high activity levels and range of opportunities offered including sessions run by playground leaders.</p> <p>Daily Mile embedded with legacy linked opportunities such as Walk to Paris etc..</p>	<p>pupils to improve activity levels. Will now walk the mile but need to be more active during playtimes and lunchtimes. PE leader has begun to target particular pupils a lunchtime offering particular activity of interest such as tri golf/air hockey/curling to support engagement in a smaller group.</p> <p>TA staff run structured activities for pupils with SEND pupils further developing social skills and fundamental movement skills as well as embedding resilience and self regulation.</p>
-----------------------------------	---	---

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 £18,470.00
Implement Real PE programme to further embed fundamental movements skills and physical literacy for pupils and offer more individualised CPD for staff.	<p>Pupils – the programme is fully progressive from EYFS to Year 6 and will ensure that pupils embed key skills and knowledge they can apply to different games and sports situations.</p> <p>Staff – the portal offers a CPD pathway to ensure that teacher knowledge is further enhanced and built together with modelled videos so it can be seen in action.</p> <p>Subject leaders in PE – CPD pathway and courses offered to support further knowledge base, preparation for deep dives etc...</p>	<p>Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</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>More pupils progressing in key skills and knowledge across games, dance and gymnastics supporting secondary readiness.</p> <p>Pupils embedding physical literacy skills supporting resilience and self regulation.</p> <p>Staff expertise raised across 3 areas of PE and sport further impacting high quality teaching.</p>	<p>£695 for Real PE membership for 12 months.</p> <p>£1,500 for practitioner support in delivery of Real PE and staff CPD.</p> <p>Leader support modelling and team teaching across lessons - £1,000</p>

Further embed lunchtime sport sessions/activities for pupils.	Lunchtime supervisors / teaching staff/TA staff pupils – as they will take part	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.	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities. Lunch time supervisors and TA staff deliver high quality active opportunities for pupils across lunchtimes.	PE team working with lunch staff supporting structured activities and use of playground leaders further driving active lunchtimes. £1,500 – training and INSET
To ensure that pupils have opportunities to be competitive and further develop experience of a range of sports and activities.	Staff – working alongside experienced sports coaches and mentors further developing expertise. Pupils – will take part in the sessions run by sports coaches and take part in competitions against other schools and pupils within the academy.	Key Indicator 5: Increased participation in competitive sport. Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Pupils ability and tactical skills improve leading to greater participation in competitive sport and increased interest in pupil interest in sports participation outside of the academy.	Full day of Sports 2 Day mentors/sports coaches alongside staff - £5600 Competition package - £1890 After school club provision - £1,795

<p>To further drive the legacy of active lifestyles and PE leadership</p>	<p>PE Leader – accessing the school games mark network meetings further building relationships with other schools and academies. Staff – key updates and messages shared with staff to support further promotion of active lifestyles alongside food standards.</p> <p>Pupils – gain from participation within school games mark. Participation in legacy projects such as walking the London Marathon, linked to Olympics and Commonwealth Games</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>Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</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>Pupils will be more active across the academy day sustaining 60 minutes of high activity.</p> <p>Pupils will have an understanding of healthy lifestyles and the benefits.</p> <p>PE leaders will further drive legacy of sports across the academy leading to increase in pupil activity and participation both within and outside of the academy.</p>	<p>Agilitas - £300.</p> <p>PE team further modelling and driving - £1,500 to support release.</p>
<p>Further embed orienteering skills across all year groups supporting OAA knowledge and application across the curriculum.</p>	<p>Staff – further update training and CPD offered to ensure expertise in delivery. Pupils – participating and applying knowledge and skills across the curriculum – maths/geography as well as supporting active lifestyles and</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Pupils are active in using the outside environment. Pupils are able to read maps and follow directions whilst being physically active. Teaching staff feel</p>	<p>£1000</p>

<p>To further embed pedagogy across all areas of PE and school sport and develop fundamental movement skills across all year groups progressively.</p>	<p>survival skills.</p> <p>Staff and PE leadership. Staff will engage in tailored online CPD to support their knowledge of fundamental movement skills and the progression of these across core games, gymnastics and dance.</p> <p>PE team will support and model delivery.</p> <p>Practitioner support on line from Real PE and in person across the year further embedding philosophy and practice.</p> <p>Pupils will be confident and apply to apply skills – with improved outcomes and increased number of pupils meeting expected end points</p>	<p>Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</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>confident in delivering OAA activities in a progressive way improving their expertise.</p> <p>As the programme continues to build pupil understanding of FMS and application across different areas of PE and sport will impact leading to improved performance and engagement in competitions.</p>	<p>£1,690</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
All pupils have at least 90 minutes across at least 2 PE lessons on different days.	All children have planned curriculum time for PE and sport that equates to 90 minutes or more. Pupils are more active at playtimes and lunchtimes and are more engaged. Less pupils are disengaged and unfit within lessons and unstructured times. Increase in number of pupils across Key Stage 1 and 2 participating in after school sports provision.	Pupils are now more active across the academy days and engagement within lessons has improved. Introduction of sensory circuits has supported transitions. Unstructured times are more organised and active.
Swimming achievements this year have increased with a greater number and percentage leaving Year 6 being proficient and able to swim 25 metres or more.	Year 3 and 4 pupils are timetabled for increased time which has impacted on increased numbers of pupils being able to swim 10 – 25 metres by the end of year 4. Percentages of pupils achieving 25 metres by the end of year 6 has increased to 79%.	Will continue to prioritise year 3 and 4 to build skills to embed by the end of year 4 supporting more pupils having water safety skills and being able to swim at a distance.
Increased teacher confidence in teaching gymnastics and dance.	Use of additional resources and CPD support through Agilitas has led to improved outcomes in dance and gymnastics and monitoring demonstrating improved pedagogy and confidence in teaching gymnastics and dance across the academy.	Will continue to build this across gymnastics and dance through use of Real PE – Real Gym and Real Dance.

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?	79%	We have prioritised upper key stage 2 having access to the pool and swimming lessons. We have ensured that they have sustained time across a term to embed skills and apply these to support water safety. Many of our pupils have never been swimming as this is not easily accessible and is expensive for some families. We began the year with 60% of year 6 as non swimmers/inexperienced swimmers and ended the year with 79% achieving 25 metres. Of these 19% could swim 50 metres comfortably and confidently.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	79%	All of the children that achieved 25 metres are able to swim in both front crawl and backstroke. They practice this across swimming lessons and then are able to demonstrate this.

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	79%	There are 79% of the children that are proficient in self rescue and water safety techniques. They have used Oak Academy resources to support their understanding of water safety.
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	The academy continues to fund top up sessions for pupils that have not achieved 25 metres. The top up sessions are completed across the Summer term.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	The academy employs swimming teachers from the local pool to ensure correct technique is taught and teaching staff are able to support with behaviour management and supervision. We follow a programme of all of Key Stage 2 swimming across the year with Year 6 swimming at least 2 terms across the year and year 3 and 4 the same to embed skills ready for year 5 and 6.

Signed off by:

Head Teacher:	Mrs Sue Boor
Subject Leader or the individual responsible for the Primary PE and sport premium:	Mr Clive Green (Miss Nicola Kenyon, oversees and supports)
Governor:	
Date:	15/07/2024