



# 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
Sports Leaders	<p>Sports Leaders have maintained ownership over playground games.</p> <p>Training has been very successful and organisation is now seamless across playtimes and lunchtimes.</p> <p>Sports Leaders have developed a bank of ideas to keep for repeating years.</p> <p>Working alongside partner school to share ideas and resources has started.</p>	<p>To continue to use and train Sports Leaders and their assemblies to raise the profile of PE and sport, with a focus on our 'personal best'.</p> <p>To extend the Sports Leader programme with their support and leadership in festivals.</p> <p>To use PE and sport profile to help target interventions- both physical and emotional.</p> <p>Continue to celebrate achievements and develop this by taking photos to celebrate on Google Classroom.</p> <p>To develop transitions from first to middle schools to support emotional and mental well-being.</p>
Sports Day involved sports leaders from Y4 and ensured	All children had opportunities to take part in KS1 and KS2 Sports days.	To continue to run successful Sports Days allowing all children in the school community to take part in and be part of a team.

<p>successful participation from all members of the school community.</p>	<p>This introduced competition too KS1 and therefore resilience. It gave children the opportunity to 'perform' in front of an audience, again, supporting emotional and mental health.</p>	<p>Purchase medals for festivals and competitions.</p>
<p>High quality planning and teaching of PE and games in place across the school, also enabling CPD for class teachers, by using the Get Set 4 PE Scheme.</p>	<p>All teachers have continued to use Get Set 4 PE effectively, continuing to deliver high quality lessons that link to the progression maps created for this academic year. Staff have also used this for their assessments.</p> <p>During Ofsted, this programme helped teachers confidently state key skills that linked to the LO.</p>	<p>Since Ofsted, the PE Lead is using this programme to revise MTP from the school's PE progression map.</p>
<p>Specialist PE teacher taught indoor PE including gymnastics/dance/yoga to all classes, on a rota basis, two mornings per week, in collaboration with class teachers and acting as a mentor and trainer to class teacher and TAs.</p>	<p>Assessment evidence indicates good progress in PE for all pupils across each year group and in all aspects of the subjects.</p> <p>Teacher and support staff confidence in teaching PE has increased as a result of this CPD.</p>	<p>Audit of staff confidence in delivering different areas of PE.</p> <p>Timetable to be adapted, if needed, depending on teacher audit.</p>
<p>Enhance active outdoor learning further with an emphasis on wellbeing and health as well as physical development during Forest School sessions.</p>	<p>Teachers (Yr R and 1) and Forest School leaders initially assessed children using a resilience ladder and Leuven Well-being 'criteria'. All children across year R and 1 progressed by at least 1 step on these criteria and the class teachers have noted benefits to pupils' resilience in classroom as well as outdoor learning settings.</p> <p>The key children who were identified by the class teachers all made progress in their resilience and this really supported their learning in class.</p>	<p>Teachers to shadow Forest School lead in support of delivering outdoor learning.</p> <p>All year groups to take part in Forest School (outdoor learning) and this to be differentiated across the key stages.</p>

<p>Enhance children's skills and learning in both cricket and football in KS2, also providing CPD for Teachers by using external coaches. KS1 children had a golf coach.</p>	<p>Teacher confidence in delivering football and cricket skills has increased.</p> <p>Pupil engagement and enjoyment of both football and cricket improved.</p> <p>Pupils for whom football was not a first choice activity engaged well.</p>	<p>Greater links will be made with AFCB and PE Lead surrounding planning and links to Trust PE objectives.</p> <p>Links with Chance to Shine cricket will continue into the next academic year.</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
Continue to monitor and improve upon playtime and lunchtime sport activities for pupils.	Lunchtime supervisors / teaching staff, sports leaders- as they need to lead (and supervise) the activities  pupils – as they will take part.	<b>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.</b>	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport activities.  To use wider participation in PE and sport to improve resilience, mental health and well-being.  Continuing to prioritise the children improving upon their personal best.	£323.99 (trolley)
Replenishing/updating equipment so teachers can deliver high-quality PE lessons where every child has access to equipment.	Teachers as they prepare and organise for lessons.  Pupils as they all have access to necessary equipment in all areas of PE.	<b>Key Indicator 3- The profile of PE and sport is raised across the school as a tool for whole school improvement.</b>  <b>Key Indicator 4- Border range of sports and activities offered to all pupils.</b>	By monitoring equipment, alongside the curriculum content, the children have access to the correct equipment for their ability level in order to develop necessary skills.  The children have access to a variety of games at	£183.58 (hockey sticks)

<p>To keep up-to-date with the latest AfPE Health and Safety documentation.</p>	<p>SLT and Governors for policy purposes. All teaching staff and TA's. PE Specialist.</p>	<p><b>Key Indicator 3- The profile of PE and sport is raised across the school as a tool for whole school improvement.</b></p>	<p>play and lunchtimes.</p> <p>SLT, Governors and staff will teach with updated knowledge on health and safety in lessons including advice on children wearing earrings. Policy updated Nov 2023.</p>	<p>£0</p>
<p>All teachers continue to use Get Set 4 PE effectively, continuing to deliver high quality lessons that link to the progression maps created. Staff are also using this to develop their assessments.</p>	<p>All teachers who need this scheme to plan, assess and ensure progression.</p>	<p><b>Key Indicator 1- Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</b></p> <p><b>Key Indicator 4- Border range of sports and activities offered to all pupils.</b></p>	<p>Continue subscription to PE online scheme of work 'Get Set 4 PE' to be used by all teachers and support staff.</p>	<p>£275</p>
<p>High quality planning and teaching of PE and games in place across the school, also enabling CPD for class teachers. This year the focus for class teachers, alongside</p>	<p>Teachers and support staff to support and observe. PE Specialist to teach and advise. SENCO who is involved with SEN and pp focus this year.</p>	<p><b>Key Indicator 1- Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</b></p> <p><b>Key Indicator 4- Border range of sports and activities offered to all pupils.</b></p>	<p>Assessment evidence indicates good progress in PE for all pupils across each year group and in all aspects of the subjects.</p> <p>Teacher and support staff confidence in teaching PE</p>	<p>£5,988.12</p>

<p>the PE specialist will be SEN and pp children.</p> <p>To focus on mental health and mindfulness. Yoga specialist to work alongside staff for CPD purposes.</p> <p>This is due to low staff confidence levels on teaching yoga and a school push on assessing the whole child- social and emotional abilities.</p>	<p>Teaching staff. Pupils. Yoga specialist.</p>	<p><b>Key Indicator 1- Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</b></p> <p><b>Key Indicator 4- Border range of sports and activities offered to all pupils.</b></p>	<p>has increased as a result of this CPD.</p> <p>We are hoping staff confidence levels increase. Assessment opportunities for the whole child. Broader experiences help with uptake of yoga club.</p>	<p>£750</p> <p>£218 for 12 (5.9.23) yoga mats</p> <p><u>Total = £968</u></p>
<p>Enhance active outdoor learning further with an emphasis on wellbeing and health as well as physical development.</p>	<p>Teaching staff and support staff to observe and upskill. Forest School specialist to teach and advise. Pupils and parents who need appropriate clothing/equipment.</p>	<p><b>Key Indicator 1- Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</b></p> <p><b>Key Indicator 3- The profile of PE and sport is raised across the school as a tool for whole school improvement.</b></p> <p><b>Key Indicator 4- Border range of sports and activities offered to all pupils.</b></p>	<p>This provides a very important opportunity for teachers to focus on emotional, social and cognitive learning supporting the whole child ethos as part of PE.</p> <p>Children to use outdoor learning to build on life skills whilst keeping active.</p>	<p><u>September:</u></p> <p>2 site and planning development days and 1 sessional day at HW First School at £178.50 = <u>£535.50</u></p> <p>Additional costs £7.60</p> <p><u>October:</u></p> <p>3 Wednesday at Hayeswood First School at £178.50 = <u>£535.50</u></p>

				<p>Fire equipment (Nov)</p> <p>£150</p> <p><u>November:</u></p> <p>5 Wednesday at Hayeswood First School at £178.50 = <u>£892.50</u></p> <p>Vinegar, soda, kindling - £3.50</p> <p><u>December:</u></p> <p>£50 saw horse, £68 hand drills</p> <p>2 Wednesdays at Hayeswood First School at £178.50 = <u>£357</u></p> <p>£53.64 (Forest School clothes)</p> <p><u>January</u> - £714</p> <p>£5.35 food</p> <p><u>March</u></p> <p>3 Wednesdays at Hayeswood First School at £178.50 = <u>£535.50</u></p> <p>4 Wednesdays at Hayeswood First School at £178.50 = £714</p> <p>£5.53 cooking &amp; hot chocolate</p> <p>£47.89 rope and fire steels</p> <p>£0</p>
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<p>To increase the opportunity to engage in competitive activities within KS2.</p>	<p>Teaching staff. Support staff. SLT. Pupils and parents. SGO.</p>	<p><b>Key Indicator 4- Border range of sports and activities offered to all pupils.</b></p> <p><b>Key Indicator 5- Increased participation in competitive sport.</b></p>	<p>Year 4 were provided with valuable transition opportunities ready for starting Middle School.</p> <p>Children build on confidence and resilience skills through competing and improving upon teamwork skills as they work alongside other schools in Level 2 competitions.</p>	
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<p>CPD for PE Lead with a focus on retrieval, pedagogy, Physical Literacy and monitoring Key Indicators.</p>	<p>PE Lead. SLT.</p>	<p><b>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</b></p> <p><b>Key Indicator 3- The profile of PE and sport is raised across the school as a tool for whole school improvement.</b></p>	<p>Primary teachers are more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school. As a result improved % of pupil's attainment in PE.</p>	<p>£142.50 x 3 CPD days /2</p>
<p>Replenishment of equipment due to curriculum changes and also interest and uptake of basketball being played at playtimes.</p>	<p>Teachers and pupils.</p>	<p><b>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.</b></p> <p><b>Key Indicator 4- Border range of sports and activities offered to all pupils.</b></p>	<p>Following children's interests means a larger uptake in children accessing their 60 minutes of PA per day.</p>	<p>£18.94 - basketball net £33.59 balls</p>
<p>Replenishment of equipment in Early Years to increase amount of time being physically active.</p>	<p>EYFS staff and pupils.</p>	<p><b>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.</b></p>	<p>More children in the Early Years have access to equipment relevant for their age and skill level.</p>	<p>£206.97 A variety of balls at different sizes and skipping ropes.</p>

<p>OPAL to be introduced across playtimes and lunchtimes</p>	<p>All teaching staff, midday supervisors, SLT and pupils. Parents and governors.</p>	<p><b>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.</b></p> <p><b>Key Indicator 3- The profile of PE and sport is raised across the school as a tool for whole school improvement.</b></p>	<p>Children to use outdoor environment to develop social/emotional skills whilst keeping active.</p> <p>To build on our school values of respect, reflect, resilience by offering children opportunities to use these within their play and lunchtimes.</p> <p>More pupils meeting their daily physical activity goal.</p>	<p>£3,000  £137.99 welly rack  £70.26 adult and children hi-vis  £551.95 more welly racks</p> <p><u>Total = £760.20</u></p>
<p>Champion bibs ordered for both indoor and outdoor PE</p>	<p>ALL teachers and ALL pupils</p>	<p><b>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</b></p> <p><b>Key Indicator 3- The profile of PE and sport is raised across the school as a tool for whole school improvement.</b></p>	<p>Improving upon teacher’s confidence in assessing the whole child and physical literacy. Children are rewarded and motivated by cognitive, emotional and social achievements as well as the physical skill.</p>	<p>£123.74</p>
<p>Deposit for Y4 Team Building day at Rockley Water</p>	<p>Year 4 pupils and class teachers</p>	<p><b>Key Indicator 4- Border range of sports and activities offered to all pupils.</b></p>	<p>Pupils experience a broader range of sports whilst improving upon physical literacy in team work and emotional and social skills.</p>	<p>£530</p> <p><b>TOTAL WITH FINOLA</b>  <b>£17,176.50</b></p>

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## 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

## 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>
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N/A	N/A	
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Signed off by:

Head Teacher:	<i>(Name)</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>(Name and Job Title)</i>
Governor:	<i>(Name and Role)</i>
Date:	