



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
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school	Active lives questionnaire showed that 79% children felt they were active during playtimes. Pupil voice evidenced that children enjoyed being active on the playground at lunch and playtime. Children who were not active regularly had lunch time had access to further sports sessions throughout the year. Increased variety of clubs led to more children being engaged with lunch and playtime clubs.	Continue into next academic year, research further ways to ensure all children are engaged in play or sport at lunch/playtime.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school	Children had an increased sense of	Continue to provide opportunities for

improvement	<p>achievement in PE through regular awards presented in house assembly.</p> <p>Pupils involved in increased number of inter school competitions. School saw an improved rate of attendance from parents to after school matches and tournaments.</p> <p>All children in KS2 had opportunity to represent a school team in some form.</p>	<p>children to represent the school in sporting events.</p>
<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Pupils have access to a wider range of sports through increased hours of teaching PE.</p> <p>Development is age appropriate, progressive and built on prior learning. Pupils know that to be a successful sportsperson it takes hard work and dedication.</p>	<p>Continue to build on staff knowledge through regular CPD.</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
<p>All pupils engage in Forest Schools activities which promote collaboration, risk taking in a safe environment, increased self-confidence, develop physical strength and skills in using equipment, increased activity in outdoor learning.</p> <p>Pupils' confidence and mental health and well-being is improved.</p> <p>Increase the variety of cooperative play activities leading to greater engagement in physical activity and improved behaviour at lunch and play.</p>	<ul style="list-style-type: none"> • <i>ELSA Teaching Assistant who will be employed for 5 afternoons per week to lead and deliver Forest School Program to all classes across the year.</i> • <i>Class teachers and teaching assistants to have opportunity to join pupils in Forest School session</i> • <i>Pupils who will take part in Forest School sessions.</i> • <i>DHT teacher who will contact and work with OPAL – Outdoor Play and Learning</i> • <i>3 teaching assistants who will form OPAL working group alongside DHT</i> • <i>Parent to work within working group</i> 	<p><i>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.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p><i>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport and Play Activities</i></p> <p><i>All children to have access to an active lunchtime with increased range of activities and resources.</i></p>	<p><i>£7511.03 to employ TA for 5 afternoons per week</i></p> <p><i>£5000 to enroll on OPAL program and have access to 18 months of support.</i></p>

<p>Pupils value and celebrate their achievements in school PE lessons, sports inter house sports competitions and inter school competitions.</p> <p>Pupils are able to articulate their involvement in variety of school sports.</p> <p>Parents are made aware of their child's successes and involvement in a variety of school sports.</p>	<ul style="list-style-type: none"> • <i>Midday Supervisors to be retrained as play team members.</i> • <i>Pupils will have opportunity to have their sporting success celebrated within school, on twitter and on the school website.</i> • <i>Parents are able to join in with the celebration of sporting achievements in school.</i> 	<p><i>Key indicator 3 - The profile of PE and sport is raised across the school as a tool for whole-school improvement</i></p>	<p><i>All children feel their supporting successes are celebrated and achievement and effort matter.</i></p> <p><i>Reports in PE to show children's attainment level to inform parents/ carers of success in PE</i></p>	
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<p>Staff knowledge of the teaching of PE is improved, particularly those who are new to St Patrick's.</p> <p>All staff have access to CPD sessions from sporting coaching who can share expertise on the planning and delivery of the PE curriculum.</p>	<ul style="list-style-type: none"> - Teachers who will have regular access to CPD at least 2 times during the academic year. - Pupils who will be taught PE by their regular class teacher 	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p>	<p>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside school as a result improved % of pupil's attainment in PE.</p>	<p>£4850 cost for sporting coach for 1 year for ½ a day a week.</p>
<p>Children have increased opportunity to represent the school in sport.</p>	<ul style="list-style-type: none"> - All children in key stage 2 to have the opportunity to represent the school in house or inter school matches 	<p>Key indicator 5: Increased participation in competitive sport.</p>	<p>Pupil voice will evidence that children feel they have the opportunity to present their house or school in sporting competitions.</p> <p>Parent survey will show that they have the opportunity to watch their child in a sporting event.</p>	<p>£1000 for TB sports coach to support school in hosting house and school competitions.</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
<p>All pupils engage in Forest Schools activities which promote collaboration, risk taking in a safe environment, increased self-confidence, develop physical strength and skills in using equipment, increased activity in outdoor learning.</p> <p>Pupils' confidence and mental health and well-being is improved.</p>	<p>Pupil voice evidenced that children enjoyed the variety of opportunities in forest school and have the time to explore and access the forest school area. Children's confidence in using equipment increased over the academic year and this was show cased on the forest school display.</p>	<p>Continue this in 24/25 academic year and increase the level of complexity of forest school tasks and the challenge of working independently in an age appropriate way.</p>
<p>Increase the variety of cooperative play activities leading to greater engagement in physical activity and improved behaviour at lunch and play.</p>	<p>Pre and post OPAL behaviour audit showed decrease in playtime behaviour incidents. Pupil voice shared in weekly play assemblies showed that children enjoy the range of activities on offer. SLT monitoring of playtime showed that all children are active and engaged in some form of play at lunchtime.</p>	<p>OPAL journey will continue into 24/25. Risky play training to be undertaken in October 2024. This will increase the range of physical activities children have the opportunity to undertake in the session.</p>
<p>Pupils value and celebrate their achievements in school PE lessons, sports inter house sports competitions and inter school competitions.</p> <p>Pupils are able to articulate their involvement in variety of school sports.</p>	<p>School twitter evidences the range of sporting activities and achievements which are celebrated by school. Children feel accomplished in their sporting achievements which has been evidenced through pupil</p>	<p>Introduction of "hidden talents" chest in 24/25 will give children the opportunity to showcase sporting achievements at home as well.</p>

<p>Parents are made aware of their child's successes and involvement in a variety of school sports.</p> <p><i>Staff knowledge of the teaching of PE is improved, particularly those who are new to St Patrick's.</i></p> <p><i>All staff have access to CPD sessions from sporting coaching who can share expertise on the planning and delivery of the PE curriculum.</i></p> <p><i>Children have increased opportunity to represent the school in sport.</i></p>	<p>voice.</p> <p>Staff voiced evidences that they feel CPD is tailored to their needs and they have the opportunity to lead on PE sessions with the support of an experienced sporting coach.</p> <p>Application made for sports game mark. Application evidences the range of sporting events undertaken by the school. Parents have supported their children and the school in taking children to events. Parent attendance at sporting events has increased over the academic year.</p>	<p>PE curriculum will evidence where children require further support as a result of staff voice.</p> <p>Use sporting events at opportunity to gain parent voice at sporting events next year.</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>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	70%	<i>Children have had access to Harvey Hadden pool for half a term. Due to rising costs this has decreased from previous years. However, as these children have had longer swimming sessions in previous years they were able to build on previous swimming experience. Higher than average level of non-attenders for swimming sessions. Support for families as put in place and school purchased several sets of swimming kits for children to use.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	41%	<i>Low level due to range of strokes being used.</i>

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	70%	
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	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	

Signed off by:

Head Teacher:	<i>Luisa Ferrara</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Headteacher</i>
Governor:	<i>(Name and Role)</i>
Date:	24.6.24