



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
All pupils to be engaged in physical activities at playtimes and lunchtimes daily for at least 1 hour per day.	Lunchtime organisation has increased and as such children are now more engaged in physical activity.	
Increase the percentage of pupils participating in a variety of physical activities across the school day	A variety of equipment has been purchased in order to encourage children to be more physically active. This includes balance bars, balls and hoops.	
Inspire+ Ambassador assemblies to promote healthy active lifestyles. Sam Ruddock, Sophie Devenish, Dai Greene, Joe Roebuck and Jonathan Broom-Edwards. These are good role models for our children and promote a love of physical activity and mental well-being.	<p>Sam Ruddock delivered whole school assembly promoting resilience in sport and wider life.</p> <p>Jonathan Broom-Edwards, Paralympic Champion, delivered a whole school assembly Paralympic with an update on his career and a new focus of resilience to the children.</p> <p>Dai Greene, world Champion 400m hurdler delivered whole school assembly concentrating on the theme of perseverance. He talked to the children about working</p>	

<p>Children to show an awareness of healthy foods and nutrition. What they need to consume in order to keep a healthy body.</p>	<p>hard when faced with adversity. Sophie Devinish delivered a nutrition workshop to give pupils guidance on their healthy choices. It focused on gaining independence with our food intake, taking control of their consumptions, and getting more of an understanding, not only of 'what' we put into our bodies, but also 'why'! The children showed huge enthusiasm for their food choices.</p>	
<p>Participation in the Mini commonwealth games and represent a country.</p>	<p>Children in Year 3 and 4 attended the annual Mini Olympics representing Brazil. They took part in a variety of events, broadening their horizons. These included wheelchair games, dance, boxercise, freestyle football and American football. The children had a fantastic time, experiencing a real life Olympic event.</p>	
<p>Selected talented athletes to develop leadership skills in sport.</p>	<p>Children in Year 5 & 6 have accessed the Talented Athlete Programme. They focused on team work, communication, confidence, biomechanics and diet and nutrition. The children thoroughly enjoyed these sessions, which allowed them to share their knowledge and learn more about how they can fuel their bodies and minds to become the best athletes they can be.</p>	
<p>Selected pupils to become Bronze Young Ambassadors</p>	<p>Bronze Ambassadors have had a very important role within school this year. They have developed their leadership qualities, assisting assemblies, leading assemblies, helping within PE lessons, guiding younger children to lead healthy and active lifestyles.</p>	
<p>Renewal of 'Get Set 4 PE' scheme of lessons</p>	<p>As a school we have continued to utilise the getset4pe scheme of work. This has allowed the staff to deliver a consistent and fluid curriculum. The children have benefited from a real progression of skills, which is evident throughout lessons and through assessment. This has sat alongside high quality CPD coaching from Inspire+.</p>	

<p>To give children a broader curriculum by accessing CPD for various disciplines. This will increase staff confidence and knowledge and in turn will provide the children with high quality PE lessons.</p>	<p>Staff have attended a variety of courses this year. These have included Forest School Training where they learned the basics of running a forest school. They learned how to build a fire, how to split wood and made in inspirational campfire snacks. They have cascaded information to other staff members to ensure the children are getting the full benefits of the Forest School.</p> <p>Two members of staff accessed the National Curriculum Training Programme for primary schools to equip staff with the skills and knowledge to deliver high quality school swimming lessons. Staff will now be able to use this knowledge to assist in the delivery of school swimming lessons. This will improve children's outcomes from their swimming lessons, giving them the confidence and progression within swimming.</p>	
<p>PE Lead support 2 hours each week via Inspire+ to increase confidence in current staff members and to support apprentice.</p>	<p>Through targeted PE Lead support the school has been able to continue their successes with PE and School Sport. Through mentoring of an apprentice, the school has seen improvements in opportunities for children within lunchtime, extra curricular opportunities and school competitions and festivals. The curriculum map is now tailored to ensure full coverage of the national curriculum and to meet the needs of the children. It shows progression of skills, allowing the children to build on prior knowledge. This allows the children to know more and remember more. Through pupil data analysis targeted support has been put in place for those children who require it.</p>	
<p>Access support through Inspire+ Coaching team teach sessions provided for all teaching staff and apprentice to increase knowledge and aid succession planning for future years.</p>	<p>Through coaching of these units, Sports Apprentice, Teachers and Teaching Assistants were able to understand the unit progression and how to lead children to gain the required knowledge. This will boost confidence with teachers to allow them to lead sessions alone.</p>	

<p>Timetable clubs for football, netball, multi-skills, athletics and cricket and lunchtime games clubs throughout the year.</p> <p>Increase the amount of opportunities for pupils to attend sports competitions and festivals.</p>	<p>Throughout the year clubs have taken place to allow children access to physical activity. The children have responded well to these and have included; football, multi-skills and netball.</p> <p>Events have been attended across the academic year. These include year 3/4 football, year 5/6 football, year 5/6 netball, year 5/6 cricket, ks2 athletics, year 1/2 multi-skills and Diversity Festival. All events have been arranged and facilitated by the sports apprentice with assistance from staff within school. This has allowed many children with in school the opportunity to experience festivals and competitions within the local area. The children have flourished within these events and have enjoyed the opportunities given.</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
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<p>All pupils to be engaged in physical activities at playtimes and lunchtimes daily for at least 1 hour per day.</p>	<p>Sports Apprentice, Lunchtime staff, All children across the school.</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>Through targeted play, children across the school have been able to access active lunchtimes. Maintain zoning areas for next academic year. Create a pupil voice to gain suggestions for activities children may be interested in.</p>	<p>£5000 towards apprentice costs</p>
<p>Educate pupils on how positive attitudes to sport can be transferred to all areas of our learning.</p>	<p>All pupils across the school</p>	<p>Key indicator 3 - Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Inspire+ Ambassador assemblies to promote healthy active lifestyles. Sam Ruddock, Dai Greene, Joe Roebuck and Jonathan Broom-Edwards. These are good role models for our children and have promoted a love of physical activity and mental well-being. They have promoted a variety of sports, including athletics, swimming and parasports. This has broadened children’s knowledge of sports and will in time increase their motivations to try different activities.</p>	<p>£800 for Ambassadors</p>
<p>Children to develop own awareness of sports around the commonwealth.</p>	<p>Pupils in Year 3 and 4. Staff to accompany the children to the Mini Olympics</p>	<p>Key indicator 3 - Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Children in Year 3 and 4 attended the Mini Olympics, taking part in a variety of sports including boccia, freestyle football, athletics and also learned a dance with the Royal Opera House. We represented Jamaica, creating</p>	<p>£800 for Mini Olympics and transport</p>

<p>Selected talented athletes to develop leadership skills in sport.</p> <p>Develop Leadership and promotion of PE and physical activity across the whole school</p>	<p>Selected children across KSI and KS2</p> <p>Selected children to become Bronze Ambassadors.</p> <p>Whole School Community</p>	<p>Key indicator 3 - Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <p>Key indicator 3 - Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>a banner for the opening ceremony. This was then judged for a competition, where we were awarded 1st place for design and including elements of the Jamaican culture. This broadened their knowledge of different activities.</p> <p>Through the Talented Athlete Program, selected children have followed a program working on fundamental movement skills, team work, communication, confidence, biomechanics and diet and nutrition. The children thoroughly enjoyed these sessions, which allowed them to share their knowledge and learn more about how they can fuel their bodies and minds to become the best athletes they can be.</p> <p>Bronze Ambassadors and the Sports Council have led assemblies on Olympic Games and have worked hard throughout the year in supporting active lifestyles across the whole school community. Bronze Ambassadors took part in the Legacy Tour, an area wide tour of schools, promoting physical activity</p>	<p>£500</p> <p>£200 to support the Bronze Ambassador – to attend meetings and equipment</p> <p>£200 for Legacy Tour</p>
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<p>Access CPD for staff to develop quality of provision across the school</p>	<p>Staff</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p>	<p>and the Olympic Games.</p> <p>Staff have attended Forest Schools Training this year, covering fires, building shelters and making use of the outside space. This has seen a timetable created for the Forest School Area, with a dedicated member of staff leading sessions with the children.</p>	<p>£500</p>
<p>Mentoring program to promote a love of sport and physical activity</p>	<p>Selected children</p>	<p>Key indicator 3 - Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Aimed to engage & enthuse disengaged or struggling pupils. The sessions have been designed to positively impact aspirations, confidence, self-esteem, and behaviour, through various tasks and challenges. Children were selected by class teachers across KS2 and it was evident the progress the children had made towards a positive mindset for learning.</p>	<p>£300 for mentoring</p>
<p>Children to show an awareness of food and nutrition and what they need to consume in order to fuel their bodies.</p>	<p>Year 6 – Gala Dinner supported by ‘Roots to Food’</p>	<p>Key indicator 3 - Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Children worked throughout the day to create a balanced and healthy meal. They learned about food groups and how this aids our healthy bodies. This was then presented to parents at a ‘Gala Dinner’ to celebrate the children’s journey through</p>	<p>£1000</p>

<p>PE Lead support to increase confidence in current staff members and to support apprentice. Refine documentation for PE, engaging with school staff ensuring high quality curriculum is achieved.</p>	<p>Sports Apprentice</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p>	<p>school.</p> <p>Through targeted PE Lead support the school has been able to continue their successes with PE and School Sport. Through mentoring of an apprentice, the school has seen improvements in opportunities for children within lunchtime, extra curricular opportunities and school competitions and festivals. The curriculum map is now tailored to ensure full coverage of the national curriculum and to meet the needs of the children. It shows progression of skills, allowing the children to build on prior knowledge. This allows the children to know more and remember more. Through pupil data analysis targeted support has been put in place for those children who require it.</p>	<p>£2000 for PE Lead support across the year.</p>
<p>Access support through Inspire+ Coaching team teach sessions provided for all teaching staff and apprentice to increase knowledge and aid succession planning for future years.</p>	<p>Whole School Teachers and Support Staff</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>A variety of coaching has been utilised this year –</p> <p>Lunchtime Games across T1 and T2 OAA – Team Teach training for staff T1 Gymnastics after school club</p>	<p>£2000</p>

<p>Increase the amount of opportunities for pupils to attend sports competitions and festivals.</p>	<p>Sports Apprentice Whole School</p>	<p>Key indicator 5: Increased participation in competitive sport</p>	<p>T1 and T2 Dance – Team Teach training for staff T2 Athletics after school club T4 Cricket after school club T6</p> <p>Through the use of the apprentice, children across the school have had access to a wide range of sporting competitions and festivals. These have included Football, Netball, Tag Rugby, Athletics and Multiskills. These events have been inclusive, allowing all to take part. We have also hosted events, including the Stamford SEND Festival, allowing children to take part in non competitive activities in a relaxed environment suited to their needs.</p>	<p>£3000 to cover the costs of apprentice after school and supporting the children throughout the year at events.</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
<p>All pupils to be engaged in physical activities at playtimes and lunchtimes daily for at least 1 hour per day.</p>	<p>Through targeted play, children across the school have been able to access active lunchtimes. Maintain zoning areas for next academic year. Create a pupil voice to gain suggestions for activities children may be interested in.</p>	
<p>Educate pupils on how positive attitudes to sport can be transferred to all areas of our learning.</p>	<p>Inspire+ Ambassador assemblies to promote healthy active lifestyles. Sam Ruddock, Dai Greene, Joe Roebuck and Jonathan Broom-Edwards. These are good role models for our children and have promoted a love of physical activity and mental well-being. They have promoted a variety of sports, including athletics, swimming and parasports. This has broadened children's knowledge of sports and will in time increase their motivations to try different activities.</p>	
<p>Children to develop own awareness of sports around the commonwealth.</p>	<p>Children in Year 3 and 4 attended the Mini Olympics, taking part in a variety of sports including boccia, freestyle football, athletics and also learned a dance with the Royal Opera House. This broadened their knowledge of different activities.</p>	
<p>Selected talented athletes to develop leadership skills in sport.</p>	<p>Through the Talented Athlete Program, selected children have followed a program working on fundamental movement skills, team work, communication, confidence, biomechanics and diet and nutrition. The children thoroughly enjoyed these sessions, which allowed them to share their knowledge and learn more about how they can fuel their bodies and minds to become the best athletes they can be.</p>	

<p>Develop Leadership and promotion of PE and physical activity across the whole school</p>	<p>Bronze Ambassadors and the Sports Council have led assemblies on Olympic Games and have worked hard throughout the year in supporting active lifestyles across the whole school community. Bronze Ambassadors took part in the Legacy Tour, an area wide tour of schools, promoting physical activity and the Olympic Games.</p>	
<p>Access CPD for staff to develop quality of provision across the school</p>	<p>Staff have attended Forest Schools Training this year, covering fires, building shelters and making use of the outside space. This has seen a timetable created for the Forest School Area, with a dedicated member of staff leading sessions with the children.</p>	
<p>Mentoring program to promote a love of sport and physical activity</p>	<p>Aimed to engage & enthuse disengaged or struggling pupils. The sessions have been designed to positively impact aspirations, confidence, self-esteem, and behaviour, through various tasks and challenges. Children were selected by class teachers across KS2 and it was evident the progress the children had made towards a positive mindset for learning.</p>	
<p>PE Lead support to increase confidence in current staff members and to support apprentice.</p>	<p>Through targeted PE Lead support the school has been able to continue their successes with PE and School Sport. Through mentoring of an apprentice, the school has seen improvements in opportunities for children within lunchtime, extra curricular opportunities and school competitions and festivals. The curriculum map is now tailored to ensure full coverage of the national curriculum and to meet the needs of the children. It shows progression of skills, allowing the children to build on prior knowledge. This allows the children to know more and remember more. Through pupil data analysis targeted support has been put in place for those children who require it.</p> <p>A variety of coaching has been utilised this year –</p>	

<p>Access support through Inspire+ Coaching team teach sessions provided for all teaching staff and apprentice to increase knowledge and aid succession planning for future years.</p> <p>Increase the amount of opportunities for pupils to attend sports competitions and festivals.</p>	<p>Lunchtime Games across T1 and T2 OAA – Team Teach training for staff T1 Gymnastics after school club T1 and T2 Dance – Team Teach training for staff T2 Athletics after school club T4 Cricket after school club T6</p> <p>Through the use of the apprentice, children across the school have had access to a wide range of sporting competitions and festivals. These have included Football, Netball, Tag Rugby, Athletics and Multiskills. These events have been inclusive, allowing all to take part. We have also hosted events, including the Stamford SEND Festival, allowing children to take part in non competitive activities in a relaxed environment suited to their needs</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?	59%	There are many disadvantages children currently on roll and as such we have very few children who receive swimming lessons privately. This results in a challenge as the only experience children get is when they attend school swimming lessons.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	59%	Children have worked hard in their swimming lessons to master a range of strokes. Many children feel more confident swimming on their backs, however we have focused on breathing techniques in order to give them the skills they need to swim confidently using a range of strokes on their front.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>59%</p>	<p><i>Use this text box to give further context behind the percentage.</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>	<p>Teachers have attended swimming courses in previous academic years and therefore this was not required this academic year.</p>

Signed off by:

Head Teacher:	<i>Tina Cox</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Tina Cox</i>
Governor:	<i>Julie McBrearty</i>
Date:	17.7.24