



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>-New equipment bought using pupil voice to enable children to engage in stimulating activities.</p> <p>- Playground leaders trained and rota created to support each year group over each week.</p>	<p>Children engaged in physical activity at lunchtime. Football, hula hoops, scoops have all been very popular.</p> <p>Playground leaders were successful initially. New playground leaders were trained but will also need to go on training to keep the momentum of impact.</p>	<p>Further development - using pupil voice and ambassadors to encourage and run activities at playtimes.</p>
<p>-Pictures and results posted on the school's Facebook page</p> <p>-To plan and deliver an effective and successful Sports Day.</p>	<p>Increase of students celebrating sporting triumphs at school.</p> <p>Parents and children were more aware of upcoming activities and enthusiastic about them.</p> <p>Children were keen to share their athletic accomplishments during Sparkle Worship.</p> <p>Every child participated in a race, and they all participated in every activity.</p> <p>High levels of excitement from parents and children as</p>	<p>Continue to celebrate children's sporting achievements.</p> <p>Invite a wider range visitors into school to share their sporting achievements with the children</p> <p>Engage in National School Sports week activities.</p> <p>Reintroduce Y6 and up Sports Leaders from other schools in the community to support Sports Day. This will demonstrate leadership and aspiration for our pupils.</p>

	<p>they were knowledgeable and excited about the upcoming Sports Day.</p> <p>Parents and children excited after the event as noted on Facebook as well as comments made to the Headteacher on the gate.</p> <p>Children were excited and motivated at the chance of being the winners of the Sports Day trophy.</p>	
<p>- Purchase of a PE scheme of work, 'Get Set for PE' to support the delivery and progression of skills including Dance, Team building, Gym, athletics and outdoor physical activities.</p> <p>-Dedicated leadership time for PE subject lead to monitor and quality assure PE across the school.</p> <p>-Coaches from 'Wimborne Tennis Club, teaching children and supporting CPD of teachers in tennis.</p>	<p>With the use of "Get set 4 PE" throughout the school and where advancement is taking place, the subject leader was confident in their knowledge and comprehension of the PE curriculum.</p> <p>Evidence from pupil voice interviews show that children understood the key skills.</p> <p>PE lead was interviewed as part of the Ofsted inspection and the school was graded Good.</p> <p>More confidence shown by teachers.</p>	<p>Continue to purchase the scheme and select relevant training for staff from the offer.</p> <p>Seek teacher's feedback on areas of PE they would like to receive further training.</p> <p>Analyse PE assessments to identify any gaps of fundamental learning.</p>
<p>-With the assistance of the teaching staff, Forest School Specialist Teacher led the Forest School "active curriculum" to all of the Reception students for two terms (Spring and Summer) and Year 2 for one term (Summer) and Year 1 for one term (Autumn) one day each week.</p>	<p>An evaluation of the children's physical development, both gross and fine, was done before and after Forest School and revealed an improvement. The results also showed an improvement in the students' mental health and involvement.</p> <p>Teachers in the classroom report that students' focus, concentration, and teamwork abilities have improved along with their greater resilience to other physical and academic challenges during and after participating in Forest School.</p> <p>Teachers have supported students' mental health and wellness at school all academic year long by using the Forest School space and activities discussed during CPD.</p>	<p>A change in staff means that not all staff have benefited from this CPD.</p>
<p>Promoted and supported opportunities for competitive sport and local competitions.</p>	<p>Children commented on how they enjoyed taking part in the competitions and how it made them feel proud to represent the school and how they would like to be able</p>	<p>Continue to liaise with SGO to ensure all applicable events are advertised and attended, where possible.</p>

to take part in more events.

Photos were shared on our school Facebook page and newsletter.

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>Introduce a sports coach to run sports at lunchtime. There will be a small group each day targeted at children with SEND followed by a session for a different class per day.</p>	<p>Lunchtime supervisors / teaching staff and coaches. Pupils – as they will take part.</p> <p>Lunchtime supervisors and support staff will benefit from CPD observing the coaches. Pupils will have the opportunity to join in with a broader range of sports led by an expert. Children with SEND will be targeted to take part.</p>	<p>Key Indicator 1 - Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</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 3 - The profile of PE and sport is raised across the school as a tool for whole school improvement.</p> <p>Key Indicator 4 - Broader range of sports and activities offered to all pupils.</p> <p>Key Indicator 5 - Increased participation in competitive sport.</p>	<p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities. This would also provide staff CPD, more opportunities for children to join in physical activity through a broad range of sport led by an expert. Children with SEND will take part in a small group to build their confidence.</p>	<p>£2016 Sports Coach</p>

<p>Review and development of playground zones. Playground leaders to attend training and lead playtime activities/games.</p>	<p>Lunchtime supervisors / teaching staff, sports leaders - as they need to lead (and supervise) the activities. Pupils – as they will take part.</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 3 - The profile of PE and sport is raised across the school as a tool for whole school improvement.</p> <p>Key Indicator 4 - Broader range of sports and activities offered to all pupils.</p>	<p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport activities.</p> <p>To use wider participation in PE and sport to improve resilience, mental health and well-being.</p>	<p>£41.80 Transport costs to attend playground leader training</p> <p>£1526.75 Equipment in order to provide a broader range of activities (parachutes, ankle skips, katcha kups, balls, javelins, den building equipment, sensory play kit, team walker, cricket set)</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>Key Indicator 1 - Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key Indicator 4 - Broader range of sports and activities offered to all pupils.</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>£481.27 Get Set 4 PE subscription</p>
<p>Enhance active outdoor learning in forest school further with an emphasis on wellbeing and health as well as physical development.</p>	<p>Forest School specialist to teach and advise. Teaching staff and support staff to observe and upskill.</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</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>£4420 Forest School Specialist teacher</p>

		<p>improvement.</p> <p>Key Indicator 4 - Broader range of sports and activities offered to all pupils.</p>	Children to use outdoor learning to build on life skills whilst keeping active.	
To keep up-to-date with the latest AfPE Health and Safety documentation.	SLT and Governors for policy purposes. All teaching staff and TAs. PE subject leader.	<p>Key Indicator 3 - The profile of PE and sport is raised across the school as a tool for whole school improvement.</p>	Senior leaders, local school committee members and staff will have guidance to follow. Staff will teach with updated knowledge on health and safety in lessons. Policy will be updated.	£80 for AfPE Membership
Tennis coach to lead high quality planning and teaching of tennis in year 3 and year 4, also providing CPD for class teachers.	Teachers and support staff to support and observe. Pupils benefit from high levels of expertise.	<p>Key Indicator 1 - Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key Indicator 4 - Broader range of sports and activities offered to all pupils.</p>	<p>Assessment evidence will indicate good progress in tennis for all pupils. Pupils will be exposed to tennis by an expert and it will encourage them to join tennis after school club.</p> <p>Teacher and support staff confidence in teaching PE will increase as a result of this CPD.</p>	<p>£600 Tennis coach £71.99 Tennis balls</p>
				<p>Total £9237.81</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>Introduce a sports coach to run sports at lunchtime. There will be a small group each day targeted at children with SEND followed by a session for a different class per day.</p>	<p>Children with SEND have participated in sport which they would not have had the confidence or expertise to do so without the coach's session every day.</p> <p>Children across the whole school have had the opportunity to take part in a different sport each week led by an expert. This has increased the number of children taking part in sport at lunchtimes and also widened the variety of sports that they have taken part in. Football is always very popular but the coach led a different sport each week which gave the children a broad range of competitive sports.</p> <p>Staff have also benefited from this as they have observed coaches leading the sports.</p> <p>The profile of sport was raised in the school with the introduction of the lunchtime sports coach. The children were always excited to find out which sport it would be for the week and appreciated the variety.</p>	<p>Continue with this model next year. Take suggestions from the children about which sports they would like to have the opportunity to play.</p>

<p>Review and development of playground zones. Playground leaders to attend training and lead playtime activities/games.</p>	<p>Children were involved in developing the playground zones. Suggestions were taken from the children to find out what they would like to have available at playtimes. The children enjoyed having a variety of areas to choose from. The children enjoyed playing with the new equipment. The children said that they were less bored and have been observed to be more active at playtimes. The development of playtimes has raised the profile of sport as the children are keen to take part in a variety of activities.</p> <p>The playground leaders took responsibility for leading a playground zone. At first they only wanted to lead football but following the training, they had lots of other ideas and games to play. They were confident in their role and enjoyed helping the younger children get involved with activities.</p>	<p>Review the playground zones again in September to ensure that these are still enjoyed by the children.</p> <p>If the playground leaders change part way through the year, ensure that the new ones receive the same level of training.</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>Teachers have planned effective lessons which are progressive. Teachers are confident in teaching PE lessons and making assessments. The PE curriculum includes a broad range of sports and activities.</p>	<p>Teachers could observe each other teaching PE so that they can see the skills in the year groups either side of theirs being taught.</p>

<p>Enhance active outdoor learning in forest school further with an emphasis on wellbeing and health as well as physical development.</p>	<p>Children have taken part in a variety of activities during their outdoor learning. Teachers have observed specialist teachers leading outdoor learning activities. Teachers and support staff have been able to focus on emotional, social and cognitive learning supporting the whole child ethos as part of PE. Children who have found classroom learning challenging have thrived whilst learning outside. Children have used outdoor learning to build on life skills whilst keeping active. Children have enjoyed the sessions so much that they have also joined an after school club to continue with the activities.</p>	<p>Consider offering the sessions to a small group of children with SEND. The staff members who observed the specialist this year could facilitate this.</p>
<p>To keep up-to-date with the latest AfPE Health and Safety documentation.</p>	<p>Senior leaders, local school committee members and staff have been able to access the guidance. Teachers have taught lessons with updated knowledge on health and safety.</p>	<p>Explore the resources on AfPE further.</p>
<p>Tennis coach to lead high quality planning and teaching of tennis in year 3 and year 4, also providing CPD for class teachers.</p>	<p>Assessment evidence indicates good progress in tennis for all pupils. Pupils have been taught tennis by an expert. Many children have joined the tennis club this year. Children from our school have played tennis for the county. One of the children from our school was in the team that came first and another was in the team that came second.</p> <p>Teacher and support staff confidence in teaching PE has increased as a result of this CPD.</p>	<p>Ensure that children's tennis achievements are shared widely to celebrate the impact of the tennis coach. Consider other sports where the use of a coach would benefit children and staff.</p>

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>
N/A		

Signed off by:

Head Teacher:	<i>Michelle Prince</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Michelle Prince (Headteacher)</i>
Governor:	<i>Kevin Metcalfe (Chair of Local School Committee)</i>
Date:	<i>26.7.24</i>