



# 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>Subject leader reviewed the intent of the PE curriculum and adapted the whole-school progression documents and medium-term planning to ensure that all three pillars of PE identified in the subject's intent were covered. To achieve this, the subject leader planned a scheme of work based around healthy lifestyles and fitness to give more exposure in the curriculum to the third pillar: healthy participation.</p>	<p>Children now leave West End having accessed and are therefore secure in the three pillars of PE: motor competence, developing rules and strategies and now healthy participation.</p> <p>Children in year 6 who participated in the new scheme of work were able to articulate their greater understanding of the importance of exercise and able to explain the physiological and psychological of both aerobic and anaerobic exercise.</p> <p>Children could use this to create their own fitness programme to help them maintain a healthy lifestyle.</p>	<p>Subject leader to maintain the partnership with the gym E360 to use as a stimulus for the unit of work this year.</p> <p>Several children joined the new fitness classes set up by the gym as a result of the unit of work which showed impact it had on the children in developing healthy participation.</p>

<p>To ensure strategies are in place across the academy to ensure that all pupils including those in the lowest 20% and SEND children achieve well in Physical Education. To achieve this, staff were introduced to the STEP differentiation tool which outlined how staff can adapt the Space, Task, Equipment or Participants within an activity to allow all children to better access the lessons.</p>	<p>Observations and drop-ins showed that teachers had a greater knowledge and understanding of how to effectively utilise the STEP principle within lessons and as a result it was evident that more children were able to access the lessons.</p> <p>Staff were able to articulate how they felt more confident in adapting lessons.</p> <p>Recorded evidence of standards SWAYS show that SEND children are achieving well and accessing the curriculum.</p>	<p>This needs to continue to be a focus this year and to see how the same principle can be used to provide even further challenge to some pupils.</p>
<p>To continue to develop the role of the sports leader to ensure children are more physically active on a lunchtime. Throughout the year, the sports leader followed the new outline of activities designed by the subject leader which included activities that were inclusive and promoted participation for all.</p>	<p>It was evident that more children were engaging in activities set up by the sports leader throughout the year.</p> <p>Children were able to discuss their enjoyment of the new activities which included multi-fitness, box-fit, la-cross and Paralympic goalball.</p>	<p>Subject leader to continue seek pupil voice to continue to adapt the outline of activities.</p>
<p>To develop the roles of Youth Sports Leaders within Year 5. Children in year 5 completed the Youth Sports Leaders Award through the Leeds Foundation and as a result were able to hone in on their leadership and coaching skills in preparation for high school and beyond.</p>	<p>Children were able to discuss their enjoyment of the award and how they had learnt how to adapt and organise their own games and activities.</p>	<p>Subject leader to ensure these children can apply their newly-learnt skills as part of the Top Team this year to increase participation for the younger children in school.</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
<p>To ensure correct language is continued to be focused on at the start of lessons and drip-fed to children where appropriate.</p>	<p>Children in all year groups across the academy and staff</p>	<p>The profile of PE and sport is raised across the school as a tool for whole school improvement</p>	<p>Lesson observations and drop in-s shall show that staff place more focus on the understanding of key words, in line with the whole school intent.</p> <p>Pupil conversations will show that children can explain the meaning of key words and use these words to better articulate their learning and use the key words to make links between their previous and current learning.</p> <p>Children will be able to speak more confidently about PE.</p>	<p>£250 to provide class cover for the subject leader to monitor the impact.</p>

<p>To continue to support less experienced teachers on the teaching of PE in order to improve outcomes, specifically in year 2 and 5.</p>	<p>Year 2 and year 5 teachers.</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<p>Lesson observations and drop-ins shall show an improvement in the quality of teaching and learning in year 2 and 5 from their start points.</p> <p>Drop-ins shall show that teachers have a better understanding of potential misconceptions and be able to teach these out accordingly.</p> <p>Staff will be able to speak confidently about the support they have received and have a better subject knowledge as a result.</p> <p>Pupil conversations will show that children can articulate their learning confidently.</p> <p>Recorded assessment tasks will show high standards in both year groups.</p> <p>Attainment will continue to be strong in the subject.</p>	<p>£900 for 2 teachers to undertake CPD.</p>
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<p>To ensure our foundation stage has the correct equipment within their setting to develop motor competence, specifically fine and gross motor skills</p>	<p>Children in foundation stage</p>	<p>Broader experience of a range of sports and activities offered to all pupils</p>	<p>Subject leader to work with AL (foundation stage teacher) to discuss how we can further improve the outside setting to allow children to better develop their motor competence (the first pillar of our PE curriculum intent) in both PE lessons and within the continuous provision.</p> <p>Subject leader to monitor the effectiveness of the equipment and how it is been used.</p>	<p>£2000 for various equipment.</p>
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<p>Continue to develop the role of the Sports Leader.</p> <p>The Sports Leader shall continue to promote new sporting activities at lunchtime.</p> <p>The sports leader shall follow the new outline of activities designed by the subject leader which includes activities that are inclusive and promote participation for all.</p>	<p>All children and sports leader</p>	<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Children and subject leader shall recognise the wider range of activities that have been put in place by the sports leader.</p> <p>Activities selected will be accessible to all children by introducing activities that focus more on 'effort rather than skill' e.g. fitness clubs and the daily mile.</p> <p>Children will have exposure to different sports which will in turn allow more pupils to transfer these skills into the PE curriculum leading to higher attainment.</p> <p>More children, including those that are disadvantaged, shall identify themselves as 'regular' participants of physical activity at lunchtimes.</p>	<p>£6000</p>
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<p>Continue to hold after-school coaching sessions which maintain engagement in a variety of sports.</p> <p>Children to try out new activities and sports that they won't necessarily have done before, stay fit and healthy, and have fun. These sessions will also link to the tournaments held by Waterton Academy Trust.</p>	<p>All children including disadvantaged and those who are SEND</p>	<p>Broader experience of a range of sports and activities offered to all pupils</p>	<p>Children will be able to positively discuss the wide range of after school activities offered to them.</p> <p>Children will be successful at competitions held by Waterton Academy Trust.</p> <p>This will continue to improve the quality of PE lessons and after-school clubs.</p>	<p>£2000</p>
<p>Continue to purchase any necessary PE equipment/resources to teach the new curriculum and offer children new sporting experiences.</p> <p>New equipment shall be purchased to support the teaching of a range of sports and activities.</p> <p>The new equipment shall be purchased to support with the delivery of the new progression document and planning for outdoor PE.</p>	<p>All children including disadvantaged and those who are SEND</p>	<p>Broader experience of a range of sports and activities offered to all pupils</p>	<p>Children will have more exposure to different sports and be able to discuss their increased engagement.</p> <p>All lessons shall be resourced to allow for outstanding teaching and learning in the subject by allowing all children including our most disadvantaged to make at least good progress.</p>	<p>£2000</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

## 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?	74%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	74%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>74%</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>This is something we are looking to do this year.</p>

Signed off by:

Head Teacher:	<i>Chris Johnson</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Sam Jackson (Deputy Head Teacher)</i>
Governor:	<i>Joanne Booth</i>
Date:	<i>October 2023</i>