



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>Develop a Healthy Active Engagement Programme to encourage more children to engage more regularly in additional physical activity opportunities.</p>	<p>Evidence</p> <ul style="list-style-type: none"> • External providers engaged • 30 Minute a Day eTracker audit complete • All programmes in place and children engaging on a regular basis • Extended Extra-Curricular Sport and Physical Activity Programme • Participation Registers • PE, School Sport and Physical Activity (PESSPA) noticeboard updated • Pupil voice surveys <p>Impact / Outcomes for Children:</p> <ul style="list-style-type: none"> • Increased awareness of the wide range of different types of healthy activity available • Increased opportunities for healthy activity available, particularly outside • Increased engagement in exercise • Increased understanding of the benefits of exercise for health • Improvement in sense of health and well-being • Increased participation by children who normally don't engage with sporting / physical activity opportunities • Increased number of children participating in school clubs • Children are accessing structured, healthy physical activity at lunchtimes. • Children engaging in healthy, physical activity within other curriculum subjects e.g. Science 	<p>Children have engaged in games and physical activities at lunchtime with coaches. This has improved the engagement of how many children engage within physical activity during lunchtimes. The classes that use 30-minutes a day have noticed a difference in fitness and concentration – encourage all classes to use this next year. Coaches and unusual sports have reduced the number of non-engagers with all children participating to some level. Pupil voice has become more successful over the year. Children who engaged less are more positive about PE over the academic year. Staff are pleased with the scheme purchased as it supports areas to develop through activity ideas without hindering use of their skills and knowledge. Children have access to different sports on a Rota throughout the week at lunchtimes meeting all needs. Children coming to school in PE kits has had a huge impact as there is more time in the session for active learning. All children participate in PE either with the whole class. All children use their personal and social skills in each lesson.</p>

	<ul style="list-style-type: none"> • Fitness levels for all, but with a particular focus on the less active children, will increase. • The 30 minutes a day will mean children get a 'change in cognitive activity and their focus and concentration will increase during lesson times. 	
<p>Support the development of the whole child through the achievement of whole school outcomes as a result of a focus on PE, School Sport and Physical Activity</p>	<p>Evidence and Impact:</p> <ul style="list-style-type: none"> • Competition opportunities developed • Celebration Assemblies • Sense of health and well-being improved • Children bringing in healthier snack options • Greater understanding of how PE & Sport Premium can support achievement of whole-school priorities and outcomes for children • Key Strategic Actions identified that will have the greatest, most sustainable outcomes • 30 Minute strategies in place and enhanced engagement in lessons • Improved engagement in PE lessons and enhanced development of personal and social skills and behaviour • Increased understanding of the benefits of exercise for health • Enhanced personal, social, team-building and leadership skills through experiences of competition (See Indicator 5 below) <p>Additional Impact - Increased pupil:</p> <ul style="list-style-type: none"> • Development of positive learning behaviours such as resilience, self-regulation, self-confidence, self-esteem • Development of leadership and team-building skills. • Wellbeing, acknowledgement of own emotions and behaviours. • Engagement in PE lessons and enhanced development of personal and social skills and behaviour • Experience of competition against self and others • Experience and understanding of rules and scoring systems • Experience and understanding of how to work as a team and how to handle winning and losing and the importance of good sportsmanship • Confidence and enjoyment of sport and games across the school • Opportunities to participate in a wider variety of activities • Awareness of the importance of physical activity and health • Socialisation with other children from other schools / backgrounds • Experience the feeling of achieving their best • Experience of gaining awards and certificates and the feelings of achievement • Sense of belonging <p>Ability to transfer skills to support learning across the school</p>	<p>Improved PE lead knowledge to drive PE forward throughout the school. A new intent statement created and implemented on the website. PE links to Skills Builder throughout the school for each subject which corresponds with the new PE scheme being implemented. PE Lead has held staff meetings and training for staff and sports ambassadors to raise the profile of PE through the school. Newsletters produced to inform parents on extra curricular activities and festivals children had participated in.</p>
<p>Improve the progress and achievement of all children by increasing staff knowledge, skills, understanding and confidence to deliver outstanding PE, School Sport and Physical Activity</p>	<p>Evidence</p> <ul style="list-style-type: none"> • Staff Voice / Discussions with staff • Learning walk information • Updates from PE Lead <p>Impact / Outcomes for staff:</p> <ul style="list-style-type: none"> • Identification of strengths and areas of staff need with regards to training • More effective subject leadership 	<p>Teachers being in lessons with external coaches and participating has supported future lesson delivery and planning. PE lead has used staff voice to identify CPD gaps and has purchased a new scheme (Primary PE Planning) to improve engagement from children and staff and to support staff planning for progression and adapting</p>

	<ul style="list-style-type: none"> • Subsequent CPD bespoke to meet identified needs <p>Impact / Outcomes for children:</p> <ul style="list-style-type: none"> • Children engaged in more effective, enhanced provision from upskilled staff • Increased PESSPA opportunities provided by staff <p>Evidence</p> <ul style="list-style-type: none"> • Membership purchased • Central Development Days attended • Allison Consultancy engaged • Assessment Pack purchased and implemented • QA Day complete • QA Report • Ofsted- PE Evidence Handbook complete • Bespoke training from Allison Consultancy taken place • Discussions with staff and children • 2022/23 PE & Sport Premium Plan reviewed and developed • Costed, 2022/23 PE and Sport Premium Plan in place using new national template developed by Allison Consultancy • All DfE / Ofsted On-line reporting requirements for PE & Sport Premium complete • PE Curriculum Journey reviewed and developed • New Long and Medium Term Plans in place (Primary PE Planning) • PE Learning Walks taken place • PE Learning Walk sheets • Staff Voice data • Primary PE Lead folders in place <p>Impact / Outcomes for staff:</p> <ul style="list-style-type: none"> • Quality Assurance of PE Intent, Implementation and Impact with key strengths and priorities for development identified • PE Lead has greater understanding of, and is, better prepared for, a PE Deep Dive • PE sources and examples of evidence to use during a PE Deep Dive • Enhanced subject leadership • Increased awareness of the national PE & Sport Premium Web Reporting and Action Plan Template • Clearer understanding of the updated National Outcome Indicators • A more focused action plan to enhance standards of provision incorporating greater sources of evidence and increased impact / outcome statements for both staff and children • New, enhanced Long and Medium Term Plans in place to support enhanced teaching and learning for staff and children in PE using new lesson plans – increased confidence, knowledge and understanding to plan and deliver more effective PE lessons that engage children • Staff upskilled to deliver enhanced provision in PE lessons • Staff upskilled to deliver active PE lessons including the STEP framework and the MOT approach • Improved confidence in teaching good and outstanding PE lessons • Clear understanding of how to plan and deliver PE lessons 	<p>learning for their children. This is having a positive impact on PE across the school and will continue to be used next year. Coaches have been a success this year. External coaches in lessons have developed staff ideas to engage more pupils in PE and extra-curricular activities before and after school. The scheme has been successful to demonstrate progression, understand what should be taught in EY to the end of KS2.</p>
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	<p>that engage children in healthy, sustained, vigorous physical activity</p> <ul style="list-style-type: none"> • More effective planning skills including clearer differentiation within lessons • Staff more confident to employ assessment in PE <p>Impact / Outcomes for children:</p> <ul style="list-style-type: none"> • Effective use of the funding leading to enhanced PESSPA provision and opportunities for children • Key Strategic Actions Identified ensuring the greatest, most sustainable outcomes for our staff and children • Children engaged in enhanced, more effective PE lessons • Enhanced quality of learning with children moving for longer in lessons • Improved challenge and engagement across all pupils • Children involved in more regular, healthy, sustained, vigorous physical activity in PE lessons • Improved quality in teaching, learning and assessment in PE for all children • Increased pupil progress in PE • Improved challenge and engagement for all pupils 	
<p>Increase the range of healthy, physical activity opportunities outside of the curriculum in order to engage more children</p>	<p>Evidence</p> <ul style="list-style-type: none"> • Coaches engaged • Children engaging on a regular basis • Widened range of healthy activity opportunities • Extended Extra-Curricular Sport and Physical Activity Programme • Participation Registers • Increased number of children participating in school clubs • PE, School Sport and Physical Activity (PESSPA) noticeboard updated • Pupil voice surveys • Use new Class Physical Activity Participation Record resource from Allison Consultancy <p>Impact / Outcomes for Children:</p> <ul style="list-style-type: none"> • Increased awareness of the wide range of different types of healthy activity available • Increased opportunities for healthy activity available • Increased engagement in exercise • Increased understanding of the benefits of exercise for health • Improvement in sense of health and well-being • Increased participation by children who normally don't engage with sporting / physical activity opportunities • Increased number of children enjoying taking part in school clubs • Children are accessing structured, active games during lunchtimes • Equipment available to ensure children are able to access active lunchtimes. <p>More children able to access equipment at lunch time and be involved in active lunches.</p>	<p>PE lead carried out Pupil voice and collated information to inform interests and barriers. Changes have been implemented and children are more engaged and enjoyed PE activities. The external company that we have used this year has been a success with progression shown. Club registers have been full, with the majority of children being in attendance every week.</p>

<p>Introduce additional, inclusive competitive sports opportunities providing the opportunity for all children to participate.</p>	<p>Evidence:</p> <ul style="list-style-type: none"> • Competition Programme Summary Sheet • Participation in GAT, Cluster and SSP events • PE Units of Work developed to include competitive opportunities • New Sports and physical activity competitive opportunities in place • Participation Registers • Resources to plan and deliver programme <p>Impact / Outcomes for staff: Sustainability – Teaching Staff able to deliver competitive sport / physical activity opportunities for their children in lessons</p> <p>Leading to the following outcomes <u>accessible by all children.</u></p> <p>Increased pupil:</p> <ul style="list-style-type: none"> • Understanding and experience of our whole school values for children to be part of caring community in which pupils learn respect, tolerance and kindness to one another • Understanding and experience of our school aims for personal pride and independence whilst recognising the value and enjoyment of being part of a team • Experience of competition against self and others • Experience and understanding of rules and scoring systems • Experience and understanding of how to work as a team and how to handle winning and losing and the importance of good sportsmanship • Confidence • Enjoyment of sport across the school • Opportunities to participate in a wider variety of activities • Awareness of the importance of physical activity and health • Socialisation with other children from other schools / backgrounds • Experience of sense of well-being and the feeling of achieving their best. • Sessions taken place • Increased attainment of the national Swimming and water-safety targets 	<p>Children have been engaged in sporting festivals throughout the year.</p>
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Academic Year: 2023/24

Date Updated: 20/06/24

Budget Summary for 2023/24

Underspend (Figure carried forward) - £34

2023/24 Premium - £19,300

Total Funding Available - £19334

Key Indicators

Schools should prioritise PE and sport premium spending to improve in the following 5 key areas*

1. increasing all staff's confidence, knowledge and skills in teaching PE and sport
2. increasing engagement of all pupils in regular physical activity and sport
3. raising the profile of PE and sport across the school, to support whole school improvement
4. offer a broader and more equal experience of a range of sports and physical activities to all pupils
5. increase participation in competitive sport

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, Evidence and how sustainability will be achieved?	Cost linked to the action
<p>Improve the progression and achievement for all children by identifying CPD development areas via staff voice.</p> <ul style="list-style-type: none"> • Staff to complete a questionnaire. • PE Lead to use resources provided by Allison Consultancy. 	<p><i>PE Lead.</i></p>	<p><i>Key indicator 1:</i> Increased confidence, knowledge, and skills of all staff in teaching PE and Sport.</p>	<p><i>Impact/Outcomes for staff:</i></p> <ul style="list-style-type: none"> • <i>PE Lead has been able to identify areas for support and has grown more confident in delivering appropriate CPD.</i> <p><i>Impact/ Outcomes for children:</i></p> <ul style="list-style-type: none"> • <i>Children have a well-rounded teaching and is being encouraged to develop their skills further.</i> <p><i>Evidence:</i></p> <ul style="list-style-type: none"> • <i>Staff Voice/ Staff discussions.</i> 	<p>£0</p>
<p>Improve the progression and achievement of all children by developing staff knowledge, understanding and confidence in the delivering and assessing a good PE lesson.</p> <ul style="list-style-type: none"> • PE Lead to deliver staff training on PE curriculum. • PE Lead to use Staff voice to 	<p><i>Teaching staff, cover supervisors and PE Lead.</i></p>	<p><i>Key indicator 1:</i> Increased confidence, knowledge, and skills of all staff in teaching PE and Sport.</p>	<p><i>Impact/ Outcomes for staff:</i></p> <ul style="list-style-type: none"> • <i>Staff to have a great understanding of the PE curriculum.</i> • <i>PE Lead to gain a deeper understanding of the</i> 	<p>£0</p>

<p>identify staff CPD.</p> <ul style="list-style-type: none"> PE Lead to conduct a Learning Walk to ensure there is consistency in teaching PE. 			<p><i>needs on the PE curriculum.</i></p> <ul style="list-style-type: none"> <i>Staff can confidently assess children throughout the lesson to help progress their level of understanding.</i> <p><i>Impact/ Outcomes for Children:</i></p> <ul style="list-style-type: none"> <i>Children will be supported to deepen their skills and be challenged to progress them further.</i> <p><i>Evidence:</i></p> <ul style="list-style-type: none"> <i>Learning walk evidence.</i> <i>Staff voice/ discussions.</i> 	
<p>Strategic development of the role of the new PE Lead.</p> <ul style="list-style-type: none"> PE Lead to participate in Staff CPD Lead by Allison Consultancy and GAT. PE Lead to examine all areas of the PPP Scheme to gain a deeper understanding of the curriculum. 	<p><i>PE Lead.</i></p>	<p><i>Key indicator 1:</i> Increased confidence, knowledge, and skills of all staff in teaching PE and Sport.</p>	<p><i>Impact/ Outcomes for staff:</i></p> <ul style="list-style-type: none"> <i>PE Lead to gain a deeper understanding of the PE curriculum.</i> <i>PE Lead to use this new information to help map out each sport throughout the year.</i> <p><i>Impact/ Outcomes for Pupils:</i></p> <ul style="list-style-type: none"> <i>Pupils will be offered a wide range of</i> 	<p><i>£2,500 (GAT) (PPP Subscription £650) (£3,150)</i></p>

<p>Introduce additional, inclusive competitive sports opportunities providing the opportunity for all children to participate.</p> <ul style="list-style-type: none"> • Children to participate in range of sporting activities both in and out of school. • PE Lead to register for different activities throughout the year. • PE Lead to organize transport for the events. 	<p><i>PE lead, Cover Supervisor and SEND teacher.</i></p>	<p>Key Indicator 2: The engagement of all pupils in regular physical activity</p>	<p><i>opportunities from the PE curriculum.</i></p> <p><i>Evidence:</i></p> <ul style="list-style-type: none"> • <i>Notes from GAT seminars.</i> • <i>Attendance from GAT Seminars.</i> • <i>Curriculum map determining when each sports should be taught.</i> <p><i>Impact/Outcomes for staff:</i></p> <ul style="list-style-type: none"> • <i>From these events staff are able to identify ways to motivate and include all pupils in physical activities.</i> <p><i>Impact/ Outcomes for Pupils:</i></p> <ul style="list-style-type: none"> • <i>Students receive a range of competitive sporting opportunities throughout the year.</i> • <i>Students gain a passion and a love for a sport that they may not have an opportunity to play.</i> • <i>All pupils including Send</i> 	<p>£240 (Transport)</p>
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<p>Improve equipment available to offer inclusive access to all children that will encourage them to participate in physical activities.</p> <ul style="list-style-type: none"> PE Lead to buy- soft play equipment, a variety of bikes and climbing equipment. 	<p><i>PE lead, Head Teacher, SENCO, Lunchtime supervisors, teachers and SEND children.</i></p>	<p>Key Indicator 2: The engagement of all pupils in regular physical activity</p>	<p><i>have an opportunity to participate in at least 1 competitive sports tournament.</i></p> <p><i>Evidence:</i></p> <ul style="list-style-type: none"> <i>Photos from tournaments.</i> <i>Certificates and trophies awarded to the children.</i> <i>Attendance.</i> <p><i>Impact/Outcome for staff:</i></p> <ul style="list-style-type: none"> <i>Staff have a wider range of equipment to help support to SEND children and offer new ways to encourage them to participate in Physical activities.</i> <p><i>Impact/Outcomes for pupils.</i></p> <ul style="list-style-type: none"> <i>Pupils have a wider range of equipment to choose from to encourage them to participate in sporting activities.</i> <i>Pupils will have a sensory area available to them.</i> 	<p><i>£3480.93 (Resources)</i></p>
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<p>Improve equipment available to encourage children to participate in extracurricular physical activities.</p> <ul style="list-style-type: none"> PE Lead to buy- basketball hoops, shin pads, balls, bean bags, gymnastics ribbon, containers and other teaching consumables. 	<p><i>PE lead, Cover supervisor and Lunchtime supervisors.</i></p>	<p>Key Indicator 2: The engagement of all pupils in regular physical activity</p>	<p><i>Evidence:</i></p> <ul style="list-style-type: none"> <i>Sports Premium Spend Breakdown Spreadsheet.</i> <i>Photos.</i> <p><i>Impact/ Outcomes for staff:</i></p> <ul style="list-style-type: none"> <i>Staff have a wider range of equipment to support them in hosting extracurricular clubs outside and in schooling hours.</i> <p><i>Impact/ Outcomes for pupils:</i></p> <ul style="list-style-type: none"> <i>Pupils have a wider range of equipment to choose from to encourage them to participate in sporting activities.</i> <i>Pupils have a range of extracurricular clubs available.</i> <p><i>Evidence:</i></p> <ul style="list-style-type: none"> <i>Sports Premium Breakdown Spreadsheet.</i> 	<p><i>£4608.07 (Resources)</i></p>
<p>Improve the range of physical activities on offer by discussing with pupils via pupil voice to determine their interests.</p> <ul style="list-style-type: none"> PE Lead to complete Pupils voices to determine children 	<p><i>PE lead.</i></p>		<p><i>Impact/ Outcomes for staff:</i></p>	<p><i>£0</i></p>

<p>interests.</p> <ul style="list-style-type: none"> • Informal discussions with pupils. • Learning walks during lunch times to identify games being played. 		<p>Key indicator 2: The engagement of all pupils in regular physical activity</p>	<ul style="list-style-type: none"> • <i>PE Lead to identify pupils interest in guidance for arranging clubs.</i> <p><i>Impact/ Outcomes for pupils:</i></p> <ul style="list-style-type: none"> • <i>Pupils to feel heard and if their opinions matter.</i> • <i>Clubs that the children are interested in are an option.</i> <p><i>Evidence:</i></p> <ul style="list-style-type: none"> • <i>Pupil voice.</i> • <i>Learning walks.</i> 	
<p><i>Increase the range of physical activities on offer to pupils.</i></p> <ul style="list-style-type: none"> • Staff members to host different sporting clubs. 	<p><i>PE Lead, sports coaches, cover supervisors, teachers.</i></p>	<p>Key indicator 2: The engagement of all pupils in regular physical activity</p>	<p><i>Impact/ Outcomes for staff:</i></p> <ul style="list-style-type: none"> • <i>Staff witness pupils' passion of different sports and can use this in their PE lessons to encourage and help develop skills further.</i> <p><i>Impact/ Outcomes for pupils:</i></p> <ul style="list-style-type: none"> • <i>Increased physical fitness.</i> • <i>Increase of pupils participating in a sport.</i> • <i>Children having an</i> 	<p><i>£2975</i> <i>(Sports coaches for extracurricular activities)</i></p>

<p>Support and develop leadership opportunities for Sports Ambassadors.</p> <ul style="list-style-type: none"> • Training for sports ambassadors. • Weekly meetings with sports ambassadors. • Establish a payment system for sports ambassadors (Use of Dojo) • Daily check in to ensure sports ambassadors are completing their job effectively. • Sports ambassador hoodies. 	<p><i>PE Lead, Cover supervisor and Sports Ambassadors.</i></p>	<p>Key indicator 3: Profile of PE and Sport is raised across the school as a tool for whole-school improvement.</p>	<p><i>opportunity to participate in a sport that they may not have otherwise had.</i></p> <p><i>Evidence:</i></p> <ul style="list-style-type: none"> • <i>Sports club lists.</i> <p><i>Impact/ Outcomes for staff:</i></p> <ul style="list-style-type: none"> • <i>Assigning lunch clubs to sports ambassadors to relieve time from staff.</i> • <i>Support members of staff in sporting activities (clubs, sports days and other sporting events)</i> <p><i>Impact/ Outcomes for pupils:</i></p> <ul style="list-style-type: none"> • <i>Sports ambassadors take on a role of responsibility.</i> • <i>Children integrate with other year groups.</i> • <i>Support pupils to become more confident in other aspects of their lives.</i> <p><i>Evidence:</i></p> <ul style="list-style-type: none"> • <i>Sports Premium cost breakdown spreadsheet.</i> • <i>Meeting notes.</i> 	<p><i>£686 (Training and hoodies)</i></p>
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<p>Improve the sports clubs that are on offer to the children to ensure that a wide range of activities are available.</p> <ul style="list-style-type: none"> • Out of school sports coaches. • Staff to arrange sports clubs. • Using pupil voice to identify sports children are interested in. 	<p><i>Teaching staff and Coaches.</i></p>	<p><i>Key indicator 4:</i> Broader experience of a range of sports and activities offered to all pupils.</p>	<p><i>Impact/ Outcomes for staff:</i></p> <ul style="list-style-type: none"> • <i>Staff witness pupils' passion of different sports and can use this in their PE lessons to encourage and help develop skills further.</i> <p><i>Impact/ Outcomes for pupils:</i></p> <ul style="list-style-type: none"> • <i>Pupils are offered a range of opportunities to participate in an array of sporting activities.</i> <p><i>Evidence:</i></p> <ul style="list-style-type: none"> • <i>Emails with communications.</i> • <i>Register.</i> • <i>Photos.</i> • <i>Website.</i> 	<p>£0</p>
<p>Top up swimming.</p> <ul style="list-style-type: none"> • Identify children who have not passed the 25m. • Arrange extra swimming lessons for year 5 and 6. • Arrange transport to and from splash. 	<p><i>Teaching staff and PE Lead</i></p>		<p><i>Impact/ Outcomes for staff:</i></p> <ul style="list-style-type: none"> • <i>Ensure all children have has at least 2 opportunities to pass the 25m.</i> 	<p>£4,794 (Transport and lessons)</p>

<p>Increase the range of healthy, physical activity opportunities outside of the curriculum in order to engage more children.</p> <ul style="list-style-type: none"> • Identify common children who are not participating in extracurricular activities. • Identify cause of these group of children. • Create a sports club to attract these group of children. • Conduct a learning walk to identify children and groups. 	<p><i>PE Lead and Cover supervisor.</i></p>	<p><i>Key indicator 4:</i> Broader experience of a range of sports and activities offered to all pupils.</p> <p><i>Key indicator 5:</i> Increased participation in competitive sport.</p>	<p><i>Impact/ Outcomes for pupils:</i></p> <ul style="list-style-type: none"> • <i>Pupils have been given another opportunity to achieve their 25m.</i> <p><i>Evidence:</i></p> <ul style="list-style-type: none"> • <i>See swimming data attached.</i> • <i>Swimming data in PE Lead folder.</i> <p><i>Impact/ Outcomes for staff:</i></p> <ul style="list-style-type: none"> • <i>A large group of children participating in extracurricular sporting activities.</i> • <i>Encourage children to participate in PE lessons at a deeper level.</i> <p><i>Impact/ Outcomes for Pupils:</i></p> <ul style="list-style-type: none"> • <i>More pupils participating in a sport.</i> • <i>Transferring these skills and enthusiasms into the PE curriculum.</i> <p><i>Evidence:</i></p> <ul style="list-style-type: none"> • <i>Findings from</i> 	<p>£0</p>
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			<p><i>investigation.</i></p> <ul style="list-style-type: none">• <i>Learning walk information.</i>• <i>Registers from clubs.</i>	
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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>Improve the progression and achievement for all children by identifying CPD development areas via staff voice.</p>	<p>PE Lead was able to identify areas that needed support to ensure children have a well-rounded curriculum being taught to them.</p> <p><i>Impact/Outcomes for staff:</i></p> <ul style="list-style-type: none"> • PE Lead has been able to identify areas for support and has grown more confident in delivering appropriate CPD. <p><i>Impact/ Outcomes for children:</i></p> <ul style="list-style-type: none"> • Children have a well-rounded teaching and is being encouraged to develop their skills further. <p><i>Evidence:</i></p> <ul style="list-style-type: none"> • Staff Voice/ Staff discussions. 	<p>From the staff voice taken the PE Lead was able to identify that assessment and some Sports (e.g. dance and gymnastics) were an area that needed some support and improvement. From this the PE Lead conducted a staff training on the use of the Primary PE Planning (PPP) scheme and what the expectations are for assessing children in the PE lessons.</p>
<p>Improve the progression and achievement of all children by developing staff knowledge, understanding and confidence in the delivering and assessing of a good PE lesson.</p>	<p>All staff have a more in depth understanding of the Primary PE Planning assessment scheme and how to use this to progress children's abilities further. Children are being challenged to grow their skills and being given opportunities to develop their abilities.</p>	<p>From the staff meeting on assessment and the use of PPP the PE lead demonstrated a Year 1 Dance Lesson with all members of staff. The key focus was to show how to progress the skills being taught to develop their learning and the expectation of the pace (ensuring all pupils are moving/being always active). PE lead has</p>

<p>Strategic development of the role of the new PE Lead.</p>	<p><i>Impact/ Outcomes for staff:</i></p> <ul style="list-style-type: none"> • <i>Staff to have a great understanding of the PE curriculum.</i> • <i>PE Lead to gain a deeper understanding of the needs on the PE curriculum.</i> • <i>Staff can confidently assess children throughout the lesson to help progress their level of understanding.</i> <p><i>Impact/ Outcomes for Children:</i></p> <ul style="list-style-type: none"> • <i>Children will be supported to deepen their skills and be challenged to progress them further.</i> <p><i>Evidence:</i></p> <ul style="list-style-type: none"> • <i>Learning walk evidence.</i> • <i>Staff voice/ discussions.</i> <p>PE lead is more able to confidently support and discuss different areas of the PE curriculum, such as, how to develop skills further, how a PE lesson should look and how to assess a child within the lesson.</p> <p><i>Impact/ Outcomes for staff:</i></p> <ul style="list-style-type: none"> • <i>PE Lead to gain a deeper understanding of the PE curriculum.</i> • <i>PE Lead to use this new information</i> 	<p>been able to see from lesson observations that the pace has increased in most classes and that all children are being active throughout. Next steps is to 'fine tune' this and work more closely with those teacher to support them in delivering a lesson.</p> <p>PE lead has participated in GAT training on the PE curriculum which has helped develop the PE leads understanding on the curriculums expectations. PE lead has relayed information from these GAT training session to the wider school.</p>
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<p>Introduce additional, inclusive competitive sports opportunities providing the opportunity for all children to participate.</p>	<p><i>to help map out each sport throughout the year.</i></p> <p><i>Impact/ Outcomes for Pupils:</i></p> <ul style="list-style-type: none"> <i>• Pupils will be offered a wide range of opportunities from the PE curriculum.</i> <p><i>Evidence:</i></p> <ul style="list-style-type: none"> <i>• Notes from GAT seminars.</i> <i>• Attendance from GAT Seminars.</i> <i>• Curriculum map determining when each sports should be taught.</i> <p>Children with SEND have been given the opportunity to participate in a range of inclusive competitive sports.</p> <p><i>Impact/Outcomes for staff:</i></p> <ul style="list-style-type: none"> <i>• From these events staff are able to identify ways to motivate and include all pupils in physical activities.</i> <p><i>Impact/ Outcomes for Pupils:</i></p> <ul style="list-style-type: none"> <i>• Students receive a range of competitive sporting opportunities throughout the year.</i> <i>• Students gain a passion and a love for a sport that they may not have an opportunity to play.</i> 	<p>PE lead identified a lacking of inclusive activities available to the SEND children at RPA. PE lead has organized different activities both in and outside of school.</p>
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Improve equipment available to offer inclusive access to all children that will encourage them to participate in physical activities.

- *All pupils including Send have an opportunity to participate in at least 1 competitive sports tournament.*

Evidence:

- *Photos from tournaments.*
- *Certificates and trophies awarded to the children.*
- *Attendance.*

Staff members have a wider range of equipment to help develop children's skills. For example, different sized balled, climbing frame and different sized bats. Children also have a wider range of equipment to encourage physical activities. For example, cricket, football, and netball.

Impact/ Outcomes for staff:

- *Staff have a wider range of equipment to support them in hosting extracurricular clubs outside and in schooling hours.*

Impact/ Outcomes for pupils:

- *Pupils have a wider range of equipment to choose from to encourage them to participate in sporting activities.*
- *Pupils have a range of*

We have found that having a wider range of equipment has meant that member of staff are not limited and can use different resources to challenge and develop the skills being taught. Having a large range of resources has meant we can offer extra clubs during school hours to the children, for example, athletics club and football club.

<p>Increase the range of healthy, physical activity opportunities outside of the curriculum in order to engage more children.</p>	<p><i>extracurricular clubs available.</i></p> <p><i>Evidence:</i></p> <ul style="list-style-type: none"> • <i>Sports Premium Breakdown Spreadsheet.</i> <p>More children are participating in extra-curricular activities. We have found that children are transferring their enthusiasm from the club to their PE lessons.</p> <p><i>Impact/ Outcomes for staff:</i></p> <ul style="list-style-type: none"> • <i>A large group of children participating in extracurricular sporting activities.</i> • <i>Encourage children to participate in PE lessons at a deeper level.</i> <p><i>Impact/ Outcomes for Pupils:</i></p> <ul style="list-style-type: none"> • <i>More pupils participating in a sport.</i> • <i>Transferring these skills and enthusiasms into the PE curriculum.</i> <p><i>Evidence:</i></p> <ul style="list-style-type: none"> • <i>Findings from investigation.</i> • <i>Learning walk information.</i> • <i>Registers from clubs.</i> 	<p>PE lead conducted a pupil voice to identify areas of interest. Areas that were identified were football and cricket. From this PE lead created different opportunities through tournaments, Sports Ambassador lunch duties and clubs to increase pupil engagement in sports. We have found that throughout the year more pupils have asked to participate. A key demographic that we have been targeting were children who do not exercise frequently and do not understand the importance of regular exercise.</p>
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<p>Support and develop leadership opportunities for Sports Ambassadors.</p>	<p>Sports Ambassadors (SA) are able to confidently lead lunchtime clubs and take on further responsibilities such as sports day and special physical events (Paralympian Event).</p> <p><i>Impact/ Outcomes for staff:</i></p> <ul style="list-style-type: none"> • <i>Assigning lunch clubs to sports ambassadors to relieve time from staff.</i> • <i>Support members of staff in sporting activities (clubs, sports days and other sporting events)</i> <p><i>Impact/ Outcomes for pupils:</i></p> <ul style="list-style-type: none"> • <i>Sports ambassadors take on a role of responsibility.</i> • <i>Children integrate with other year groups.</i> • <i>Support pupils to become more confident in other aspects of their lives.</i> <p><i>Evidence:</i></p> <ul style="list-style-type: none"> • <i>Sports Premium cost breakdown spreadsheet.</i> • <i>Meeting notes.</i> 	<p>We have weekly meetings led by the SA to identify activities for the coming week. The SA direct the meeting by suggesting different activities that they have identified as a key interest of the pupils.</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?	53/60 88.3%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	53/60 88.3%	<i>The swimming coaches teach front crawl, backstroke and front stroke.</i>

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	42/60 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?	Yes/No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	We hire an external company that is fully qualified to teach the children how to swim and water safety.

Signed off by:

Head Teacher:	<i>Lindsay Edwards</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Tamsin Pratt, PE Lead</i>
Governor:	<i>(Name and Role)</i>
Date:	20/06/24

Budget Summary as of 20/06/24

Total Funds (Including any underspend) - **£19,934**

Total Spend so Far - Identified in Plan ('Blue' figures) - **£19,934**

Left to Spend - **£0**