



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 (2023/2024)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

| Activity/Action | Impact | Comments |
|---|--|---|
| <p>Increase the availability of quality sports coaching at break and lunchtimes so that we have a sports coach every lunchtime and 2 playtimes a week. Additional 3 lunchtimes on top of 2 days of sports coaching.</p> | <p>Children have had more structured and active lunchtimes engaging in high quality sports as sessions have been led by qualified coaches.</p> <p>Children throughout school have had the opportunity to engage with lunchtime sessions.</p> | <p>This happened most play and lunch times but not all.</p> <p>This supported midday staff and mini leaders as they felt more confident leading activities after observing the coach.</p> |
| <p>Train the next set of 'mini leaders' to provide daily activities for children on the infant playground at lunchtimes.</p> | <p>Provided leadership skills for children and collaborative working across mixed year groups.</p> | <p>Successful mini leaders with a high participation rate in KS1. To continue next year.</p> |
| <p>Sports coaching in PE lessons for all classes available with sports coaching 2 days a week (additional – children receive 2x lunchtimes coaching and 2x after school clubs).</p> | <p>Staff have been up-skilled and an increased confidence amongst staff delivering high quality P.E lessons.</p> <p>All children have had high quality P.E lessons delivered throughout the year.</p> <p>Vulnerable children have had access to additional sessions improving gross motor skill development.</p> | <p>To continue to have a sports coach delivering high quality P.E and further develop staff confidence in the teaching and assessing of P.E ensuring all classes get an opportunity to work alongside the Sports Coach.</p> |

| | | |
|--|--|--|
| <p>Training offered as part of Amber Valley Sports Partnership (AVSSP)</p> <p>In addition to sports coaching/ clubs and lunchtime activities, AVSSP affiliation enables children to participate in a range of inter school competitions. All children y1-y6 have the opportunity to take part in at least one competition.</p> | <p>Staff accessed training through the AVSSP which has led to consistent planning and delivering of P.E. P.E lead also had support to further develop their role from the AVSSP.</p> <p>This did not have the desired outcome or effect due to up-take and staffing.</p> | <p>Re-join AVSSP next year.</p> <p>Develop this further next year with support from AVSSP and raising the profile of P.E throughout school through the use of social media and variety of clubs offered.</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 |
|---|--|---|---|-------------------------------------|
| To ensure that high quality P.E is taught by a Sports Coach 1 day a week through Amber Valley Sports Partnership (AVSSP). | Children as they will receive high quality P.E with skills and progression running the center. Staff confidence. | Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. | More pupils encouraged to take part in high quality P.E. Being part of AVSSP, there will always be a coach available to deliver these sessions. | £6903 sports coach 1 day per week. |
| Provide CPD opportunities for all teaching staff weekly through joint teaching sessions with the sports coach. | Teachers as they will be able to replicate the high quality P.E observed by the sports coach. | Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. | Primary teachers more confident to deliver effective P.E. Opportunity for staff to embed high quality P.E skills within their own lessons. Children have continuity of skills and access to high quality P.E. | £1200 affiliation to AVSSP. |
| Staff to access external CDP training opportunities provided by AVSSP. | Teachers- more opportunities for teachers to develop their own skills. | Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. | Upskilling teachers will ensure a broad and balanced P.E curriculum and progression of skills throughout school. Improving teacher confidence will mean better outcomes for children. | Part of the AVSSP affiliation cost. |

| | | | | |
|---|---|---|--|---|
| <p>To increase activity at lunchtimes and promote alternative sports.</p> | <p>TAs and middays to feel more confident with positive play at lunchtimes. AVSSP who are providing the provision. P.E lead to collate pupil voice regarding lunchtime activities</p> | <p>Key indicator 2 -The engagement of all pupils in regular physical activity</p> | <p>Increase participation physical activity throughout the school day. More children getting their daily physical activity goal.</p> | <p>£3120 cost for sports leader at lunchtime 3 days a week Continue to monitor and gain stakeholder voices.</p> |
| <p>Active learning to become part of the curriculum (1 active lesson per week)</p> | <p>Teaching staff and children P.E lead to monitor</p> | <p>Key indicator 2 -The engagement of all pupils in regular physical activity</p> | <p>More opportunities for children to hit their daily physical activity goal. Increased in attainment and engagement in lessons across subjects.</p> | <p>£700 for P.E lead to have time to monitor and evaluate over the year.</p> |
| <p>Mini Leaders to play a more active role in the leadership of whole school sports</p> | <p>Mini Leaders to have more leadership experiences.</p> | <p>Key indicator 2 -The engagement of all pupils in regular physical activity</p> | <p>Children to develop their leadership skills as well as offering more opportunities for KS1 children to take part in additional activities.</p> | <p>No cost – mini leader training provided by AVSSP.</p> |
| <p>Audit carried out and new equipment to be brought.</p> | <p>Children who will have access to a wider variety of equipment to develop a wider range of skills.</p> | <p>Key indicator 2 -The engagement of all pupils in regular physical activity</p> | <p>Mini leaders and staff to have collective responsibility of looking after the equipment.</p> | <p>£1100</p> |

| | | | | |
|--|---|--|---|--|
| <p>Utilise Facebook, X, the website and Dojo to create social media platforms for parents to share sporting achievements their child/children have done out of school.</p> | <p>Children, parents, community</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>Parents and local community aware of children’s sporting achievements in sport</p> | <p>No additional cost.</p> |
| <p>Assessment in P.E to be reviewed and implemented half termly to increase teacher confidence and used as a tool to make improvements.</p> | <p>P.E lead to conduct P.E. observations and monitor of planning and strategic planning to raise the profile of P.E. 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>Ensuring planning is consistent and assessment is accurate will showing progression of skills and identify gaps in order to make improvements.</p> | <p>£300 P.E. lead to have time reviewing data and collating assessment.</p> |
| <p>Promote sports week throughout school.</p> | <p>P.E lead. Pupils interest and engagement with sports. Broadens the profile of P.E.</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>A successful sports week will take place whereby children will take part in a range of sporting activities and meet real athletes.</p> | <p>£1000 to have coaches in for the week and release day for PE lead to plan and organise.</p> |

| | | | | |
|---|---|---|--|---|
| Tough runner event to run in the Summer term. | Pupils and teaching staff for a day | Indicator 4: Broader experience of a range of sports and activities offered to all pupils | Children to develop stamina and confidence tackling new challenges and new sports. | £650 tough runner experience |
| Martial Arts for whole school to run 1 day per week during Summer 1 | Pupils and teaching staff CPD | Indicator 4: Broader experience of a range of sports and activities offered to all pupils | Increased engagement from whole school. May learn skills they would like to continue outside of the sessions. | £860 martial arts |
| Range of afterschool sports clubs to be offered by sports coach and staff | P.E. lead who will monitor how many children are engaging with afterschool clubs | Indicator 4: Broader experience of a range of sports and activities offered to all pupils | Children will have the opportunity to try sports they have not yet done in their P.E lessons. | Half a day lieu for staff running a 6- week club £1000 |
| Soccer Stars to run girls KS1 football for Autumn Term. | Staff leading the clubs. Pupils who will have the opportunity to take part in a variety of after school clubs. | Indicator 4: Broader experience of a range of sports and activities offered to all pupils | Children will be taking part in a range of different sporting activities led by professionals. | No cost as paid by parents |

| | | | | |
|---|--|--|--|--------------------------------------|
| Sign up and compete in a wide variety of competitions ran by Amber Valley. | Soccer stars P.E lead who will be monitoring how many and which pupils take part in the afterschool clubs. | Key indicator 5: Increased participation in competitive sport | Children engaged in competitive sport | No cost - part of AVSSP affiliation |
| Develop Intra sports | Staff to sign up to take children to a range of competitions. | Key indicator 5: Increased participation in competitive sport. | Children engaging in competitive sports. | As part of the teacher time in lieu. |
| Children to use what they have learnt during mini-leaders to lead activities during sports week | L.F to run a Netball club in preparation for intra competition in the Spring Term. Year 6 use the training they have learnt over the year to run a festival in the summer term. | Key indicator 5: Increased participation in competitive sport. | Children will have a greater knowledge of what it is like to be a leader. Increased confidence as they transition to secondary school. | No additional cost as led by pupils. |

Key achievements 2024-2025

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? | 65% | <i>A heavily S.E.N based class with many additional needs. Many had never swam before. Some children had sustained periods of absence from school.</i> |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? | 65% | |

| | | |
|--|------------|--|
| <p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p> | <p>85%</p> | <p><i>Majority of children can identify the dangers, take advice, know to go with a friend and what to do in an Emergency.</i></p> <p><i>The minority have had sustained periods of absence and therefore not demonstrated self-rescue situations.</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>Yes</p> | |

Signed off by:

| | |
|--|---|
| Head Teacher: | <i>D Hallam</i> |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | <i>R Ford – Class Teacher and PE Lead</i> |
| Governor: | <i>S Hill (Chair of Governors)</i> |
| Date: | 25 th July 2024 |