



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
<ol style="list-style-type: none"> 1) To provide the opportunity for all children to attend an active lunchtime club 2) All children to be able to meet the minimum swimming requirements of the National Curriculum. 3) To identify the least active groups of children and provide additional opportunities for them to access PA, e.g. extra-curricular clubs or Forest School opportunities within the school day. 4) PE, sport and physical activity gives us the opportunity to teach life skills such as cooperation, reliance and responsibility 	<ol style="list-style-type: none"> 1) Planning gained from the company running the lunchtime sessions in order for staff to lead a similar club in the future. Pupils concentration levels have improved, as well as their self-esteem and behaviors. Pupils engagement in/knowledge of school sport will be retained as they move into future year groups. 2) Year 6 children who had not met the minimum requirement for swimming attended TOP UP lessons during the summer term. 97% achieved the national curriculum requirements for swimming and water safety. 3) Pupil survey gave a clear idea of our target children. Those pupils were given the opportunity to increase their physical activity within school and develop their knowledge of a physically active lifestyle. Teachers encouraged pupils to be active and are supported to model physical activity behaviours. Teachers provided with information during staff meetings about the importance of engaging in physical activities with pupils and how to incorporate physical activity into playtimes / lunchtimes. Pupils have all been engaged in Forest School activities across all year groups. Forest School planning saved for future years from the company used. Staff have attended these sessions and developed their understanding of how to engage with children's physical activity through Forest School planning. Very positive feedback gained from both staff and pupils. 4) REAL PE has supported teachers with the planning and delivery of physical activities whilst also focusing on the Fundamental Movement Skills. 	<ol style="list-style-type: none"> 1) Going forward; to research further companies / people who can deliver lunchtime clubs in our school 2) Top Up sessions will be required again this year for those in UKS2 who cannot yet meet the national curriculum requirements 3) We will continue to monitor and update our 'Active Pupil' survey's annually. Perhaps gain parent input on this in future years. Active lessons occurring more. Further staff meetings this year to reiterate the importance of active lessons, especially English and Maths 'hot spots' within our school day. 4) REAL PE to have a greater focus; including CDP training for all teaching staff (to incorporate the assessment opportunities this platform has too)

<p>allowing children to develop the skills they require for lifelong learning</p> <p>5) Through staff development and training the expertise and confidence of all those engaged in the teaching of PE and sport is increased.</p> <p>6) Training for children in First Aid whilst doing sport (Y6s)</p> <p>7) Increase the number of children taking part in external inter competitions.</p>	<p>5) Staff CPD sessions with coaches proving very useful for all staff, as seen in evaluation forms and pupil voice gained by PE Lead. The confidence, knowledge and skills of staff in teaching PE, sport and physical activity have increased.</p> <p>6) Chn have learnt life skills which will support their knowledge throughout life as an active member of society.</p> <p>7) Pupils are very keen to take part in competitions (however not all have been able to attend this year). More competitions will be arranged this year, even if we create more intra competitions using the House system for points. In addition, we have a link now between us and Western Primary School and friendly fixtures for Y6 have occurred this year on our multi-sports pitch. Similarly, the Y5/6 pupils in the summer term have attended cricket lessons being taught by HGS's Sport Leaders on a bi-weekly basis. The Y5/6 Sports day was hosted by Rossett High School, providing more links with schools in the local area. Selected pupils in Y3 experienced an intervention group provided by HTFC in the Spring term to support English work through football-based activities</p>	<p>5) CPD opportunities to continue but focus on different sports to ensure a wide range of sports are covered (no repetition from last year's planning gained). Develop teachers understanding and use of REAL PE as a platform.</p> <p>6) Staff within school could deliver this session going forward</p> <p>7) To continue to develop sporting opportunities with external links</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
<p><u>ACTION POINT 1:</u> Physical activity improves whole school outcomes.</p> <p>All pupils engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school:</p> <p>a) Forest school sessions on a half termly timetable for</p>	<p>Pupils, class teachers, coaches, lunchtime supervisors, forest school leaders</p> <p>Parents – given information on how to improve physical activity at home (via school newsletter)</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key Indicator 2: Engagement of all pupils in regular physical activity</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>More pupils meeting their daily physical activity goal by ensuring 2 hours of high-quality PE lessons occur weekly within school.</p> <p>Parents are engaged in the physical activity agenda and are encouraged to support the 30:30 initiative.</p> <p>Midday supervisors encourage physically active break times</p>	<p>Forest School - £5,021</p> <p>Sporting Influence CPD coaches – £10,440</p> <p>Subscription for 'REAL PE' - £695</p> <p>Subscription to 'Teach Active' website - £416</p> <p>Lunchtime sporting clubs run by Inspiration Tree</p>

<p>each year group to increase physical activity within school</p> <p>b) CPD offered to each class for 2x half terms within the academic year where teaching staff work alongside external coaches to develop teacher's confidence, knowledge and skills</p>			<p>Assessment of PE is streamlined. This year we have trialed all staff using the REAL PE Assessment wheel to monitor and track all pupil's physical literacy abilities. This data can then be passed onto the next year group to ensure planning for progression occurs at each age and stage.</p> <p>Teachers are confident to create opportunities for active learning in core and non-core subjects, as well as intra-sports competitions to further enhance pupils use of physical literacy in a variety of opportunities. This knowledge then impacts pupils each year.</p>	<p>£475</p> <p>Additional costs to support the ongoing use and safety of our balance bikes in EYFS £46</p>
<p><u>ACTION POINT 2:</u> All children to be able to meet the minimum swimming requirements of the National Curriculum.</p>	Pupils	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	Provide Top Up Swimming Lessons for KS2 children who are not meeting the minimum requirement. This includes teaching water safety and swimming and as a result improved % of pupil's attainment in PE.	Top up swimming - £1,000
<p><u>ACTION POINT 3:</u> Teachers to complete CPD twilight training on REAL PE platform to increase confidence in delivering the curriculum. Subject leader to complete additional training to enable high quality support to all staff,</p>	Teaching staff	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	<p>Primary teachers more confident to deliver effective PE using the REAL PE platform, supporting pupils to undertake extra activities inside and outside of school.</p> <p>PE Lead is able to feedback on training received to ensure high quality teaching is maintained alongside Government initiatives</p>	<p>REAL PE Twilight CPD session (teaching staff) - £545</p> <p>PE Leader training REAL PE - £495</p> <p>Cover costs to enable PE lead to undertake training - £870</p>

when needed				
<p><u>ACTION POINT 4:</u> Pupils take part in organised external competitions with local primary schools</p>	Pupils and accompanying staff	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<p>Pupils encouraged to take part in PE and sport activities outside of their weekly lessons.</p> <p>More children willing to sign up for competitive teams, therefore engaging more pupils in physical activity. Boys and girls offered the same sporting opportunities ensuring equal access to sport for all.</p> <p>Opportunities for sport activities to be cross-curricular and engage pupils in a variety of different approaches.</p>	<p>Sporting Influence competitions - £250</p> <p>Circus skills workshop - £170</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><u>ACTION POINT 1:</u> Physical activity improves whole school outcomes.</p> <p>All pupils engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school:</p> <p>c) Forest school sessions on a half termly timetable for each year group to increase physical activity within school</p> <p>d) CPD offered to each class for 2x half terms within the academic year where teaching staff work alongside external coaches to develop teacher's confidence, knowledge and skills</p>	<p>More pupils are meeting their daily physical activity goal by ensuring 2 hours of high-quality PE lessons occur weekly within school.</p> <p>Midday supervisors encourage physically active break times using a variety of equipment and use of the multi-sports pitch. Pupils enjoy their play (evidenced in pupil voice survey results)</p> <p>Teachers are confident to create opportunities for active learning in core and non-core subjects, as well as intra-sports competitions to further enhance pupils use of physical literacy in a variety of opportunities. This knowledge then impacts pupils each year. CPD has effectively supported the aim of ensuring high-quality PE lessons are delivered across the school. Staff feedback has been very positive as well as the feedback from the team leading the CPD training.</p>	<p>Through our school newsletter, parents are engaged in the physical activity agenda where local clubs and groups are advertised and promoted. Pupils who have achieved sporting success (either internally or external to school) are celebrated in Friday assembly by the whole school community.</p> <p>Through evidence of the REAL PE assessment wheels, pupils' physical literacy abilities have been monitored and ensure pupil progression by the PE Lead.</p> <p>Forest School has supported pupils' physical activity with Reception to Yr5s having half a term each to experience this for half a day per week.</p>
<p><u>ACTION POINT 2:</u> All children to be able to meet the minimum swimming requirements of the National Curriculum.</p>	<p>In the summer term, Top Up Swimming Lessons were provided to all KS2 children who were not meeting the minimum requirement (Summer 1 = LKS2 / Summer 2 = UKS2). This included teaching water safety and swimming and as a result improved our pupil's attainment in PE.</p>	<p>Top up pupils attending from LKS2 = 29 Top up pupils attending from UKS2 = 18</p> <p>Of these pupils, all have made progress, with 6/29 LKS2 pupils and 5/18 UKS2 pupils successfully achieving the minimum requirements set out by the National Curriculum.</p>
<p><u>ACTION POINT 3:</u> Teachers to complete CPD twilight training on REAL PE platform to increase confidence in delivering the curriculum. Subject leader to complete additional training to enable high quality support to all staff,</p>	<p>Primary teachers more confident to deliver effective PE using the REAL PE platform, supporting pupils to undertake extra activities inside and outside of school.</p>	<p>REAL PE Delivery Partners supported us with bespoke training for our school, including lesson modelling to support teachers' understanding of how best to support pupils' fundamental</p>

when needed	PE Lead was able to feedback on training received to ensure high quality teaching is maintained alongside Government initiatives. Informal feedback given / shared with staff, as required.	movement skills. PE Staff meetings were held termly to maintain a focus on the importance of PESSPA for our pupils as well as sharing of best practice and pupil voice survey data reflection time.
<u>ACTION POINT 4:</u> Pupils take part in organised external competitions with local primary schools	Pupils have been encouraged to take part in PE and sport activities outside of their weekly lessons. Each year group (Y1-Y6) has been given opportunities to engage with external competitions (mainly led by Sporting Influence). More children willing to sign up for competitive teams, therefore engaging more pupils in physical activity. Boys and girls offered the same sporting opportunities ensuring equal access to sport for all. Opportunities for sport activities to be cross-curricular and engage pupils in a variety of different approaches.	A register of pupil participation in extracurricular opportunities is recorded via the school office to ensure all our pupils, where possible, are included in our provision. Girls have had opportunities to engage in sport e.g. celebrating International Women's Day through football, Sporting Influence competition and teacher led after school clubs.

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?	85%	Top up lessons for 12/62 Y6 pupils occurred in Summer term 2024 who had not yet achieved the minimum national requirement. 3 of those 12 successfully achieved 25meters by the end of the additional sessions. Overall 53/62 pupils achieved.

What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	85%	This cohort were heavily affected by COVID-19 limiting availability to swimming pools. They were unable to attend the usual LKS2 school lessons within school time and some parents reported struggles when finding places in local swim schools post COVID.
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	93%	All pupils who could swim a minimum of 10m (or more) demonstrated an ability to successfully achieve this.
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?	<u>Yes</u> /No	Top up money was used to provide additional opportunities for swimming lessons to those identified KS2 pupils
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/ <u>No</u>	External swimming Coaches at our local pool deliver our swimming curriculum

Signed off by:

Head Teacher:	Mrs Corrine Penhale
Subject Leader or the individual responsible for the Primary PE and sport premium:	Mrs Jonquil Wood (PE Subject Lead)
Governor:	Natalie Jones
Date:	July 2024