



# The Primary PE and sport premium

Planning, reporting and  
evaluating website tool

Updated September 2023



Commissioned by



Department  
for Education

Created by





It is important that our 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 we 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 our school already offers.

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 was 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)

| Activity/Action  | Impact   | Comments  |
|--|--|---|
| <p>To ensure that all children will be active on average of 60 minutes a day, for 7 days a week.</p> <p>Increase the number of and range of physical activities and extra-curricular clubs on offer.</p> <p>Continuing raising the profile of PE and sport in school</p> <p>Provision of whole school sports events to support the profile of PE and physical activity</p> <p>To focus on providing 2 hours of high quality PE by investing in teacher training and developing confidence</p> <p>To focus on providing additional physical activities children in KS1 along with new sports.</p> | <p>We had 100% positive feedback from staff who accessed teaching support this year in the activity areas they identified as areas to develop. They reported a marked improvement in their confidence in delivering games, gymnastics, swimming and dance which were areas identified as needing improvement.</p> <p>Daily Play Leader sessions, along with our lunchtime active play sessions, and classroom based movement activities are enabling us to involve all children in additional physical activity on a daily basis, improving children's health and well-being.</p> <p>100% of children took part in at least one whole school sports event including sports day.</p> <p>92% of EYFS children can now successfully ride a balance bike with control.</p> | <p>For 2023/24 our focuses will be:</p> <p>Continued investment in staff CPD to include courses and PE Specialist support from J.S Sports. This will build on children's engagement and attainment in PE.</p> <p>Continue to build upon current offer to support children in accessing 60 minutes of physical activity a day.</p> <p>Further build on the profile of PE and sport – through introducing the Daily Mile and playground markings.</p> <p>Increase activities for children to participate in during National School Sports Week.</p> |

## Key priorities

| 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   |
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| <p><b>Find appropriate and sustainable ways to increase whole school physical activity opportunities.</b></p> <ul style="list-style-type: none"> <li>- Target children who do not usually access extra-curricular clubs</li> <li>- Provide a broad range of clubs for children across the key stages</li> </ul> | <p><i>All children across the phases</i></p> <p><i>All SEN pupils with an EHCP</i></p> | <p><b>Key Indicator 2</b><br/><i>Engagement of all pupils in regular physical activity</i></p> <p><b>Key Indicator 3</b><br/><i>The profile of PE and sport is raised across the school as a tool for whole school improvement</i></p> | <p><i>Employ the services of external coaches to support the running of our extra-curricular programme Providing funded sports clubs has increased attendance and made clubs more attractive and increased attendance in these clubs</i></p> <p><i>Y2 to 4 multi-sports attendance has increased by 80% (with activities chosen through pupil voice)</i></p> <p><i>Promoting the Daily Mile Challenge and making it a regular and consistent feature of the school day has supported children in sustaining fitness and activity levels.</i></p> <p><i>Provided organised physical activity for children to take part in during lunchtimes ensuring ALL children have access to increased physical activity.</i></p> <p><i>Darren Grigas visit to inspire the children to persevere even when things are difficult.</i></p> <p><i>Drumming Workshop to support activity and wellbeing.</i></p> <p><i>Street Dance Workshop, as part of our Happy Healthy Fortnight to encourage children to try new activities.</i></p> <p><b>Sustainability:</b><br/><b>Continue to use pupil voice to provide clubs that children want to do. Continue to subsidise sports coach run clubs to increase access as well as continue to run staff delivered clubs for free so all children can benefit.</b></p> | <p><i>£3,766.51 J.S. Sports</i></p> <p><i>£4,295 for playground markings</i></p> <p><i>£21,862.91 lunchtime staffing costs</i></p> <p><i>£840</i></p> <p><i>£350</i></p> <p><i>£325</i></p> |

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| <p><b>To ensure all children are participating in two hours a week of HQPE by focusing on upskilling teaching staff.</b></p> <p><i>-Continued investment in support from a Primary PE specialist teacher to improve confidence, skills and knowledge of teaching staff</i></p> <p><i>- Ensuring teaching staff have access to appropriate CPD in areas they consider needing improvement</i></p> | <p><i>Teaching staff</i></p> | <p><b>Key Indicator 1</b> <i>Increased confidence, knowledge and skills of all staff in teaching PE and sport</i></p> | <p><i>100% of Staff will continue to use resources, modelling and advice to teach activity areas in the following academic year. Next year the current PE lead will take on the role of PE specialist so that a more bespoke programme of support can be offered.</i></p> <p><i>75% of teaching staff graded themselves as feeling confident in teaching physical education.</i></p> <p><i>75% of teaching staff stated that specific aspects of their delivery and knowledge improved through their support and CPD provision this year.</i></p> <p><i>We carried out a survey with a broad range of pupils from KS1 and KS2 year groups to gain an understanding of children's opinions of PE. 4 children from each class were asked a series of questions about their experience in PE. 54% of children said that they enjoyed all PE and 46% said that they enjoyed PE most of the time.</i></p> <p><b>Sustainability:</b><br/> <i>Continue to use pupil voice to find out what we can improve in our PE curriculum and the way it is delivered to help them enjoy it more. PE support with PE lead will make CPD and training more bespoke to the needs of staff and have a greater impact in terms of ensuring our working towards and achieving the delivery of HQPE throughout the school.</i></p> | <p><b>£4,295</b></p> |
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| <p><b>Increase the opportunities for children to participate in intraschool and interschool competitions</b></p> <ul style="list-style-type: none"> <li>- Competition provided as part of extracurricular provision, lunchtime activity and PE lessons</li> <li>- Enter competitions provided by the SSP as well as local leagues</li> <li>- Provide in-house activity for children to participate in throughout the year</li> </ul> | Whole school | <p><b>Key Indicator 4</b><br/>Broader experience of a range of sports and activities offered to all pupils</p> <p><b>Key Indicator 5</b><br/>Increased participation in competitive sport</p> | <p>All children across the school took part in a combination of For All (whole school), Targeted (specific groups) and Competitive (prepared children) throughout the academic year.</p> <p>For all – Stay Active, 5 a day, drumming and street dance workshops</p> <p>Competitive –Quicksticks hockey, New Age Curling</p> <p><b>Sustainability:</b><br/><b>Competition will continue to be embedded as an expected element of the children’s learning through activities taking place in school and outside of school.</b><br/><b>Continue to provide intra and inter-curricular activity enabling more children to experience competitive situations suited to their level.</b></p> | <p>£400 for the core provision supplied by the South Cambs SSP covering costs of all competitions and events provided throughout the year</p> <p>Supply costs for competitions<br/>£956.42</p> <p>Transport costs<br/>£ 153.73</p> |
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| <p><b>Continue to invest in children accessing 60 active minutes</b></p> <p><i>-increase the number and range of activities provided</i></p> <p><i>-invest in new equipment and resources to facilitate play leader and active lunchtimes -Increase provision of physical activity at lunchtime by increasing the number and variety of resources facilitated by lunchtime supervisors Continue to invest in developing balance, coordination and sensory integration in EYFS and KS1 children</i></p> | <p><i>Whole school</i></p> | <p><b>Key Indicator 3</b><br/> <i>The profile of PE and sport is raised across the school as a tool for whole school improvement</i></p> <p><b>Key Indicator 4</b><br/> <i>Broader experience of a range of sports and activities offered to all pupils</i></p> | <p><i>Behaviour and activity at lunchtimes has significantly improved through play leader programme targeting EYFS and KS1, sports coach targeting KS2 and additional equipment of lunchtime supervisor led activity.</i></p> <p><i>Trained play leaders formed part of the lunchtime staff network to support in the delivery of physical activity opportunities for children in lower KS2, KS1 and EYFS.</i></p> <p><i>There has been a 60% increase in children taking part in physical activity since our changes to the lunch time activity programme and routines.</i></p> <p><b>Sustainability:</b><br/> <b><i>Trained Play leaders will support the training of the next cohort of leaders through our apprentice programme. We will continue to have MDS supporting lunchtime activity along with continued sports coaching for the older children</i></b></p> | <p><i>Funding used to purchase curriculum and lunchtime activity resources and associated costs £323.96</i></p> |
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## Key achievements 2023-2024

| Activity/Action  | Impact  | Comments   |
|--|---|--|
| <p><b>Increase participation in extra-curricular activity across the school</b></p> <p><b>To ensure all children are participating in two hours a week of HQPE by focusing on upskilling teaching staff.</b></p> <p><b>Increase the opportunities for children to participate in intra-school and inter-school competitions</b></p> <p><b>Continue to invest in children accessing 60 active minutes</b></p> | <p>We have had 85% of children in KS2 attend at least one after school club this year.</p> <p>100% of staff have continued to use what they have learnt from previous PE support in their teaching this year, with 75% of staff stating that they feel confident teaching the subject.</p> <p>Specialist activity days, along with targeted intra-school and inter-school competition has enabled all of our children to continue accessing competition in a variety of ways and means throughout the year.</p> <p>We have seen a 50% increase in children being physically active at lunchtimes due to staff changes and initiatives put in place which is a brilliant achievement and one we will continue to build on.</p> | <p>For 2024/25 our focuses will be:</p> <p>Continued investment in staff CPD to include courses and PE Specialist support from the PE lead. This will ensure bespoke targeted training in supporting staff to develop areas of the curriculum they are not confident in, with the ultimate aim in improving our delivery of HQPE.</p> <p>Continue to build upon current offer to support children in accessing 60 minutes of physical activity a day by providing exciting equipment, resources and adult and child led activity to meet the needs of all year groups.</p> <p>Increase our range of activities for children to participate in both in and outside of school.</p> <p>Continue to focus on providing a greater number and variety of opportunities for children to take part in intra and interschool competitive sport.</p> <p>Continue to increase opportunities for girls and children not currently taking part in clubs, particularly children in KS1 and EYFS.</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><br><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?   | 80%           | This year's data has been affected by limited access to our school pool following safety concerns.<br><br>Top up swimming was provided in our school pool for our lesson confident swimmers. Our school pool is not deep enough or long enough to support pupils in meetings standards. |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?  | 80%           |   |
| What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?   | 80%           |   |
| 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           |   |
| Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?   | Yes           |   |

|  |                       |
|--|-----------------------|
| Head Teacher:  | <i>Sasha Howard</i>   |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | <i>Michelle Cooke</i> |
| Governor:  | <i>Dr G Statham</i>   |
| Date:  | <i>19.7.2024</i>      |