



# 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>The school has continued to be regular member of the Whitby School Sports Partnership, which gives access to a varied programme of competitive sports with other primary schools.</p> <p>Work with the secondary pupil Sports Leaders at these events models aspiration to take on a leadership role in future sports.</p> <p>Contribution towards the purchase of a new mini bus for school has helped ensure access to local events and has also allowed us to participate in all events. This has particularly given additional opportunities to more able athletes.</p> <p>The school offers a well-attended sporting club with the aim of improving fitness and general skills.</p> <p>The school has greatly improved its outdoor provision through training a teacher as a Forest School Leader and purchasing Forest School equipment, that all children from EYFS to Y6 benefit from.</p>	<p>All children receive at least 2 hours of curriculum time PE each week where children will be active for at least 90% of the time. The Sports Leaders provide individual mentoring and support to ensure that teachers plan and deliver this to a high standard. Teachers report confidence in delivering PE curriculum. Teachers are offered CPD through the School Sports Partnership team in order to further increase subject confidence and create a greater bank of PE resources and lesson plans.</p> <p>SL will continue to seek and enroll in further sporting activities for the children, evaluating the merits of external coaches in further activities and utilizing the school mini bus to ensure access to a wide range of activities and greater pool of competitors, to increase the standard of competition.</p> <p>Our sports participation tracker shows that not all children participate outside school, and the Sports Leaders work with coaches and organisations to promote the individual pursuit of different activities.</p>	<p>Provision for HA children is an ongoing development point for the whole school and HA children will again be given opportunity to become sport leaders and help to develop other children's sporting abilities at break and lunch time. MSAs to be trained as sport leaders to supervise these activities and monitor / report to SL. SL to improve range and quality of indoor and outdoor apparatus, Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development. Created by: Supported by: ensuring that equipment to support all abilities is available and that teachers are confident to use this. Children who cannot swim 25metres in Year 6 will be offered further swimming opportunities in their final year at school. Younger children will also receive opportunity to swim during their time in Acorn Class in order to lay a firm foundation for success in later years.</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>Continue to ensure that all children are receiving at least 2 hours of quality active PE a week and are able to show good progress at all levels.</p> <p>Ensure that children are active at break and lunchtimes in a structured and measurable way, with provision for most and least able so that all children achieve physical literacy.</p> <p>Continue to ensure all year groups have the opportunity to attend a sporting or active club each week.</p> <p>Further develop Forest Schools throughout the school to provide physical activity through excellent outdoor provision</p>	All staff and pupils	Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school	<p>Develop sports leader programme for pupils and support MSAs in developing as sports leaders to supervise activities / monitor and report participation.</p> <p>Invest in quality outdoor equipment and apparatus / school grounds development which includes most and least physically able and promotes planned, structured physical activity over the course of a week. Use Block Planning timetable to ensure that wide range of activities are available to all year groups EYFS – Y6, and that provision is made for most and least able. At least 2 clubs per week on offer. Timetable Forest Schools so that all pupils have weekly / biweekly opportunity for structured / monitored physical activity in addition to curricular PE.</p>	<p>Subject leader time £2,000</p> <p>Contribution to MSA /sports leader salary £2,660</p> <p>Equipment and resources for sports leader programme £4000</p> <p>Contribution to Forest Schools practitioner 0.1 FTE plus resources £4000</p>

<p>The profile of PE to continue to be raised across the school by SL so that participation by staff and pupils is seen as a priority so that pupils receive quality curricular and extra curricular provision.</p> <p>Sporting and physical activity opportunities to be used to encourage good attendance.</p> <p>Explicit link to be made between physical activity, physical and mental wellbeing and positive behaviours for learning so that children are encouraged to be happy, healthy and in a good position to learn well.</p>	<p>All staff and pupils</p>	<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Support teachers in making explicit links across curriculum; implementation of wellbeing club combining yoga and healthy eating education promoted to all children with focus on Vulnerable Groups Pupil voice shows that pupils value PE &amp; sport and are ambitious to achieve in this area.</p> <p>Attendance reports show that PA / chn at risk of being PA are encouraged to attend through access to sporting events. Increased positive behavior (Teacher interview) Pastoral Co-ordinator reports that children are able to identify link between physical and mental wellbeing. Data shows closing progress gap for underachieving children.</p> <p>Staff will be able to deliver curriculum and other activities independently, making own links with other agencies and organisations to support actions in SDP through quality PE and sport</p>	<p>Staff training External coaches £2000</p> <p>Contribution to running costs of minibus £3000</p>
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<p>Staff continued to be supported to upskill in an area of PE in which they are interested so that children benefit from expertise in different areas. Develop Forest Schools practitioners to expand provision in all year groups and provide high quality source of outdoor physical activity. Extend training to MSAs so that high quality provision is available at all times of the day, maximizing opportunities for participation.</p>	<p>All staff and pupils</p>	<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Whole staff to take part in PE workshops at Caedmon or Lythe again this year. Timetable and book external coaches in dance, cricket, yoga and tennis to offer high quality PE for all year groups EYFS – Y6 Further staff to undertake Forest Schools training. Forest Schools first aid training for lead practitioner. SL to provide training for MSAs in providing sports leadership on lunchtimes.</p>	<p>Membership of WSSP £1800</p> <p>SL release time for training and staff support as above.</p>
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<p>Provide range of specialist coaches in different disciplines, including peer role models and experts eg Olympians to inspire and encourage, particularly to try less mainstream sports.. Ensure that all children have substantial opportunity to develop skills for outdoor adventure activities Targeted provision for least active Children to ensure that these children are encouraged and motivated to build good habits. Support attendance at after-school clubs and links with local sporting / activity organisations so that children are able to build long-term associations with different sports and organisations.</p>	<p>All staff and pupils</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Timetable and book coaches for wide range of sports for all year groups in six disciplines. SL to organise half-termly assemblies by range of local providers to encourage participation in team and individual activities. Continue to support and prepare for Y6 residential visit. Implement shorter residential experiences for KS1 / LKS2. Extend Adventure Club to LKS2/KS1 Set up partnership with surf school Evaluate participation tracker and highlight children in need of extra support; plan and monitor participation as a separate vulnerable group. Recognition of physical activities undertaken to a good level out of school by individuals, especially less typical school sports (ice skating, horse riding, competitive dance etc.), with signposts to participation for other children. Participation tracker shows that all children have access to specialist provision outside curricular PE lessons. Monitor participation in outdoor adventure activities outside school through participation tracker. Children participate in sports outside school at a higher level; perform in school at Greater Depth</p>	<p>Specialist coaches as above. £1000 Subject leader time as above.</p>
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<p>Regular participation in a wide range of sports, with access to a wide pool of peers to allow competition at a high standard, so raising standards of performance for all pupils.</p>	<p>All staff and pupils</p>	<p>Key indicator 5: Increased participation in competitive sport</p>	<p>Lythe to continue to attend all of School Sports Partnership events. SL to liaise with at least six organisations in and outside the local area to ensure attendance at / hosting of events. Use Block Planning sheet to ensure wide range of activities for all year groups across the year.</p> <p>SL / HT monitoring of participation tracker to demonstrate that all pupils have the opportunity to All staff are able to transport children to events in and out of the area; running of own bus ensures that transport costs are not a barrier to participation, especially, for example in transporting smaller numbers of HA children to elite events, particularly outside school hours: it is difficult and expensive to secure a local firm to do this</p>	<p>Contribution to running of school minibus as above</p>
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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

## 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?	100%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	100%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>100%</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>N/A</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>N/A</p>	

Signed off by:

Head Teacher:	<i>Lisa Armstrong</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Sports Leaders</i>
Governor:	<i>Mark Robinson – Chair of Governors</i>
Date:	31.01.24