



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](#).



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 |
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| <p>To provide an enriched PE curriculum</p> <ul style="list-style-type: none"> > Develop teachers confidence in delivering PE > TLE delivering PE sessions and extra-curricular activities during lunchtimes and after school > Ideas from pupil voice to contribute to PE curriculum – what would they like to see? <p>Rugbytots delivered to all year groups throughout the year as well as in an after-school club</p> <ul style="list-style-type: none"> > Affiliation with Somerset CCC - 6 weeks STUMPY PSHE programme > Additional resources to deliver PE sessions | Teaching staff, PE coaches, pupils. | <p>Key indicator 1: The engagement of <u>all</u> 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> | <ul style="list-style-type: none"> ❖ Effective leadership of PE ❖ Enhanced provision that is broad and balanced ❖ Enhanced quality of teaching and learning ❖ Increased pupil participation ❖ Positive impact on pupil's attitudes to PE ❖ Enhanced provision that is fit for purpose ❖ Teachers to continue to shadow PE coaches and PE co-ordinator to aid CPD. ❖ Use TLE assessment tool to assist the planning of lessons. ❖ Monitor PE equipment throughout the year with termly stocktakes. | <ul style="list-style-type: none"> ❖ £12,313 - TLE ❖ £3245 – Tai Chi ❖ £562 - Rugbytots ❖ £30 – SCCC affiliation |

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| <p>To offer a range of opportunities to improve mental and physical well-being</p> <p>> Provide a broad range of activities and constantly re-evaluate provision on enrichment days</p> <p>> Weekly 10 minute, classroom based 'get active' activities</p> | <p>PE Co-ordinator, teaching staff, pupils</p> | <p>Key indicator 1: The engagement of <u>all</u> 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> | <ul style="list-style-type: none"> ❖ Positive attitudes to health and well-being ❖ A more inclusive curriculum that inspires and engages all pupils ❖ Improved focus and concentration in classroom ❖ Child questionnaires and pupil voice to evaluate the effect PE is having on their mental well-being. ❖ Regular updates on school PE lessons via weekly newsletters and PE sway page. | <p>N/A</p> |
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| <p>To ensure that external coaching staff are utilised effectively to enhance the PE curriculum</p> <ul style="list-style-type: none"> ➤ Audit provision of PE provider – TLE. Analyse to ensure that PE delivery is high quality and is broad and balanced and meets the needs of all pupils. ➤ Teaching staff observed specialist teachers to develop own skills and confidence ➤ Consult with TLE for planning for terms where classes do not have PE coach | <p>Teaching staff, PE coaches, pupils</p> | <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> | <ul style="list-style-type: none"> ❖ Enhanced provision that is broad and balanced ❖ Enhanced quality of teaching and learning ❖ Increased pupil participation ❖ Positive impact on pupil's attitudes to PE ❖ CPD provided for support staff and teaching staff to increase confidence ❖ Enhanced provision that is fit for purpose ❖ Lessons observation to evaluate the PE being delivered by TLE and teaching staff. ❖ Child questionnaires and pupil voice to evaluate their attitude towards school PE. | <p>N/A</p> |
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| <p>Boost confidence, and improve knowledge and skills of all staff in delivering PE and sport</p> <ul style="list-style-type: none"> ➤ CPD provided for support staff and teaching staff ➤ Accessing courses for staff who require training ➤ Observe and feedback to PE coaches and school staff delivering PE sessions | <p>Teaching staff, PE coaches, pupils.</p> | <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> | <ul style="list-style-type: none"> ❖ Boosting confidence for teaching staff delivering PE and swimming ❖ Improved session based on PE co-ordinator feedback ❖ Staff questionnaires to evaluate effectiveness of shadowing TLE coach. ❖ Continue to source external CPD opportunities for staff. | <p>N/A</p> |
| <p>Improve the range of alternative sporting opportunities</p> <ul style="list-style-type: none"> ➤ Weekly 10 minute 'active classroom' activity. ➤ Sports festival through external companies. ➤ Monitor and replenish equipment for lunchtime play | <p>Teaching staff, pupils.</p> | <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> | <ul style="list-style-type: none"> ❖ Positive attitudes to health and well-being ❖ A more inclusive curriculum that inspires and engages all pupils ❖ Improved attendance and behaviour ❖ Increased school-community links ❖ Increasing the amount of pupils reaching the weekly target of 2 hours. ❖ Promote achievements for extracurricular events e.g. netball/football leagues through certificates and newsletter recognition. ❖ Promote sporting success achieved outside of school in celebration assembly and Sporting Achievements noticeboard. | <p>Sports Festival costs -</p> <ul style="list-style-type: none"> ❖ Dance Workshop - £280 ❖ Taekwondo Workshop - £250 ❖ TLE Workshop - £450 ❖ £337 Sports equipment and resources |

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| | | | <ul style="list-style-type: none"> ❖ Plan another Sports Festival week for 2025. ❖ Stocktake of lunchtime equipment. | |
| <p>Raise the profile of competitive school sports</p> <ul style="list-style-type: none"> > All opportunities are engaged with. > Improved links with other schools. > Engage with School Games Organiser and participate. > Participation in TLE netball, football and rounders leagues. > Participation in Cross Country league. | PE co-ordinator, pupils. | <p>Key indicator 5: Increased participation in competitive sport</p> | <ul style="list-style-type: none"> ❖ Increased participation in extracurricular activities ❖ Improved attendance and engagement of pupils ❖ Increased participation in competitive sport ❖ Increased success in competitions ❖ Clearer talent pathways ❖ Participate in as many inter school competitions/events as we are able to access. | <ul style="list-style-type: none"> ❖ £150 - Netball League fees ❖ £250 - Football League fees ❖ £175 - Rounders League fees ❖ £141 – Sports day awards |

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| <p>➤ Participation in the Wells Cathedral School Cricket Competition.</p> <p>➤ Intra-house competitions.</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 |
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| <p>Key indicator 1: The engagement of <u>all</u> 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> | <p>PE, Alternative Sports and swimming sessions are evenly distributed throughout all classes to ensure all are getting 2 hours of physical activity a week.</p> <p>Children are staying active during playtimes and lunchtimes - PE playground equipment is provided to help support this.</p> <p>Afterschool and lunchtime clubs are provided by school staff and TLE throughout the year. These clubs help to support our school teams entering inter school competitions.</p> <p>Bikeability for year 6s.</p> | <p>More Pupil Voice regarding PE.</p> <p>Ensure that a range of children (PP/SEN etc) are being targeted and encouraged to participate with sport.</p> |
| <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> | <p>High quality coaching being provided by sports coaches and teaching staff.</p> <p>Advantages of PESSPA discussed with pupils during PE and PSHE lessons to facilitate understanding.</p> <p>Intra school events added to the school calendar to help raise the profile of school sport.</p> | <p>Regularly evaluate the quality of the teaching received through external sports providers.</p> <p>Meet with other PE leads within the local area to further develop the curriculum to match the children's needs.</p> <p>Establish a baseline for health and wellbeing across the school.</p> |
| <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> | <p>Increased confidence and knowledge of staff in teaching and supporting PE lessons.</p> | <p>Continue to check in with staff to evaluate their confidence in teaching PE and their familiarity of the PE curriculum. Seek further opportunities to enhance CPD.</p> <p>PE co-ordinator to continue to lead termly staff meetings to share good practice.</p> |

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| <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> | <p>Children have been exposed to a variety of sporting opportunities through their Alternative Sports sessions and the wide range of after-school and lunchtime clubs. In turn, these have supported school teams competing in inter school competitions.</p> <p>Links to local sports clubs and professional sports clubs have helped to extend children's experiences outside of the school setting.</p> | <p>Sports Leaders' club overseen by PE co-ordinator and sports coach to help extend the range of sports and activities offered to children during lunchtimes.</p> <p>Continue to ensure that all children - including the less active, disadvantaged, SEND and PP children have equal access to sports.</p> |
| <p>Key indicator 5: Increased participation in competitive sport</p> | <p>Many children have represented the school through inter school competitions.</p> <p>Classes have attended sports festivals and sports workshops have been delivered to all, on school site.</p> <p>Intra school events added to supplement Sports Day encouraging House competition.</p> | <p>Track attendance at clubs and tournaments/fixtures more closely next year.</p> <p>Continue to ensure that all year groups, including EYFS, have as equal a diet of sports events as possible.</p> <p>Partake in more external sports events and festivals next year, this is dependent on transport and cost.</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> <u>Relative to local challenges</u> |
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| What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres? | 87% | |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? | 87% | |

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| <p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p> | <p>87%</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>Yes/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/No</p> | <p>Teachers have familiarised themselves with the SwimEngland website utilising the teaching resources. We continue to look out for practical swimming CPD courses however they are sparse and/or run outside of term time making it impractical.</p> |

Signed off by:

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| Head Teacher: | <i>(Name)</i> |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | <i>(Name and Job Title)</i> |
| Governor: | <i>(Name and Role)</i> |
| Date: | |