



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
① To maintain the high levels of engagement in physical activity across the school, during the school day and beyond.	Children have demonstrated high levels of engagement of physical activity both through PE lessons, clubs and sporting events. In the younger years (KS1) of the school they are always excited to take part in PE lessons and in EYFS the children have shown a consistent engagement with both PE lessons and physical activities that are planned for during child-initiated and adult-directed activities. Further up the school (KS2) they enjoy developing their skills in more competitive sports. All children who were able, joined in with our first whole school sports day and children were proud of their achievements and sharing them with their families.	Being part of Shenfield Sports Partnership, we are able to take children to a range of activities that they wouldn't otherwise be able to take part in. This is a way of the children seeing that the skills they have worked on over their time at school are transferable to other sports. Having signed up for GetSet4PE it offers clear lesson plans with clear progression allowing teachers to deliver skills and introduce sports they would otherwise feel less confident to do so.
② To raise the profile of PE across the school and to improve the provision of PE. Amalgamation of both St Thomas of Canterbury C of E Infant & Junior Schools (to create a primary school) and transferring 'GetSet4PE' to	Teachers from KS2 have been able to support EYFS/KS1 staff if questions arise. All staff are using the same curriculum content and sequence of learning to ensure high level quality	Having the same curriculum program coverage through the school means that if a teacher changes year groups or covers a class and has PE, they can access the plans and have an

<p>EYFS/KS1 to ensure consistency of curriculum delivery across the new school.</p>	<p>teaching of PE is delivered to all year groups. Children have an understanding of the lesson structure, pace of the lessons and skills progression.</p>	<p>understanding of the terminology used and the way to make their way through the planning format.</p>
<p>③ Knowledge and skills of staff to be developed to improve pupil fitness and concentration.</p>	<p>We have continued to build on The Daily Mile and the use of the track so that children have multiple opportunities to spend 10 minutes running, walking or jogging around our track. This gives the children a brain break from a task, taking part in exercise and then when they go back to the task they are ready and can continue to concentrate in class.</p> <p>Staff are beginning to understand the benefits taking part in frequent exercise has both in the class and physically as well as building on self-regulation and developing a positive mindset.</p>	<p>Children and adults are beginning to see and understand the benefits of taking part in physical activity such as PE and The Daily Mile.</p>
<p>④ Pupils to engage in a wide range of sports and upskill through a variety of sports.</p>	<p>As mentioned previously, since we have signed up for GetSet4PE the staff have clear instructions on how to teach different sports and as the lesson is broken down into key parts it is easy to follow. Having this happen across the year groups, including KS1 and EYFS it enables skills to be built upon and a range of competitions to be entered.</p>	<p>This is something we will continue to develop to expose the children across year groups to a range of different activities through PE and clubs.</p>
<p>⑤ To develop the level of competition across the school including personal, inter and intra challenges.</p>	<p>Due to the amalgamation of the two schools this is one aspect we are continuing to build upon and next year we will plan different activities for children to take part in that will be competitive between houses and year groups.</p>	<p>After the success of sports day and the children investing in their house and all trying their best, it would be brilliant to offer more chances for this experience to happen.</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
Train all teaching staff to understand the principles and practice of Forest Schools and appropriate first aid training.	Staff – leading the activity Children – as they are taking part in Forest Schools.	<i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i>	As staff will be trained in the area of Forest Schools, this activity can take place each week allowing teachers to run clubs and add it into part of the wider curriculum for all children. Training staff means that the initial financial commitment is larger but when staff have received the qualification they can run the clubs so won't rely on outside agencies to deliver. Clubs for children will be free at point of access.	£2250
Build on development of curriculum delivery and access to the EYFS outside area/space with high quality resources/equipment.	Staff – planning opportunities for children to use the resources in an effective and beneficial manner impacting on EYFS curriculum. Children – a broader and wider play based experience as they get to interact with the new/additional resources.	<i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i> <i>Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage</i>	Once the resources have been purchased and children taught how to use them, they will be looked after and will last longer. Staff will plan opportunities for children to interact with the resources throughout the day and to access	£4969.93

		<p><i>in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</i></p> <p><i>Key indicator 3 – observations of interactions between the adults and children and also adults and resources.</i></p>	<p>different areas of the EYFS curriculum.</p> <p>Children are given the opportunity to broaden and develop their gross motor and fine motor skills. Observations ensuring consistency and that all children have equal access to the resources in a way that best suits their developmental needs.</p>	
Take part in a range of sporting competitions and cover for Forest Schools CPD.	<p>Children – taking part in the intra/inter schools competitions.</p> <p>Adults – taking part in the training.</p>	<p><i>Key indicator 5: Increased participation in competitive sport.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p>Children will be inspired by hearing others after they have competed in a range of different sporting events. Children's confidence, resilience and sportsmanship will improve. Handing out certificates during collective worship will encourage children to take part in activities such as Active Math competitions.</p>	<p><i>Cover of staff attending</i></p> <p>£940</p>

Build on previous success and further develop Sports Day.	<p>Staff – leading the events and encouraging children’s participation.</p> <p>Children – taking part in the planned activities and competing against peers, but also demonstrating sportsmanship and encouragement to others.</p>	<i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i>	Parents and children to share sporting events and parents to see the importance of sport and the positive physical and mental impact it has on children.	<i>Teachers contracted time to talk through expectations and how to run the events.</i>
Sports equipment audit and replacement of broken and worn out equipment.	<p>Staff – knowing that they have the resources available to support curriculum delivery and that they are in a good working condition.</p> <p>Children – when taking part in an activity to have resources that are safe and fit for purpose and that they don’t need to share resources with others.</p>	<p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p> <p><i>Key indicator 5: Increased participation in competitive sport</i></p> <p><i>Key indicator 2 -The engagement of all pupils in regular physical activity</i></p>	Equipment to be looked after and treated with care and respect to help the equipment to last longer.	£4,229
Shenfield School Partnership – participation in the Shenfield Sports Partnership activities	<p>Children – taking part in inter school events.</p> <p>Teachers – taking children to the events and arranging transportation when needed.</p>	<p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</i></p> <p><i>Key indicator 3 – CPD for leaders that can then be passed on to other members of staff</i></p> <p><i>Training opportunities available</i></p>	Wealth of experience and knowledge that can be accessed when needed.	£500

Equipment for the delivery of Forest Schools.	Staff and children – interacting with the resources/equipment and being taught how to use it.	<p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</i></p> <p><i>Key indicator 3 – CPD for leaders that can then be passed on to other members of staff</i></p> <p><i>Training opportunities available</i></p>	The resources bought will allow children to explore the outside area to their and its full potential. The resources will both challenge and extend their learning and are open which allows the children to interrupt them at a level that suits them.	£2504.13
Staff-run/facilitated clubs taking part at the start of the school day and lunch time for children to access.	Staff – running the clubs. Children – taking part in the clubs.	<p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</i></p> <p><i>Key indicator 2 -The engagement of all pupils in regular physical activity</i></p> <p><i>Key indicator 5: Increased participation in competitive sport</i></p>	As the clubs are free for the children anyone can attend (some may be limited by numbers). As the clubs happen at different parts of the day, before, during and after this allows a wider range of children to be included.	£0 (Part of the school day and contracted hours.)
Attend BCP training and meetings for PE leaders.	P.E leaders – attending the meeting and training	<i>Key indicator 2 -The engagement of all pupils in regular physical activity</i>	Discussions around assessment, involvement/engagement and getting different groups of children involved where possible, including issues with staffing and transport.	£0 (Whole school initiative.)

Living Streets – children to record how they arrive/travel to/from school.	Children – being actively encouraged to walk to/from school and record how they got there.	<i>Key indicator 2 -The engagement of all pupils in regular physical activity</i>	Understanding that exercise isn't just intense activity and that walking is a great way to stay active as well.	Free due to funding provided
Living Streets – 'Walk to School' week.	Children – challenges being set as something to focus on when walking to school.	<i>Key indicator 2 -The engagement of all pupils in regular physical activity</i>	Encourage parents/carers, where possible to walk to school and to build up on communicating around the different methods children use to arrive at school.	£264
Staff cover for events and training.	Staff- those participating in training and those providing cover.	<i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</i> <i>Key indicator 5: Increased participation in competitive sport</i>	Children can experience competition and feeling proud when representing their school.	£2000
Sports Co-ordinator Midday Assistant role.	Staff member leading sporting games during lunchtime. Children – those taking part in the activities.	<i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</i> <i>Key indicator 5: Increased participation in competitive sport</i>	Promoting sport and staying active in a range of different ways	£5250
Sporting intervention LSA	Staff – planning activities. Children – those taking part in the intervention.	<i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</i> <i>Key indicator 5: Increased participation in competitive sport</i>	Allowing children to develop the skills such as coordination to take part in the sports and activities	£6670

GetSet4PE resource	Staff – understanding the lesson plan and deliver lessons.	<i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</i>	Increase confidence adults have towards different sporting activities and how to deliver them so that all children can achieve.	£433
Healthy Schools Award	Children - taking part in the activities and thinking about ways we can work towards being a healthy school.	<i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</i>	Educating children in the different ways to stay healthy and what that means for different people.	£250
Teach Active Maths	Teachers - leading the sessions. Children - taking part in the sessions.	<i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</i>	Encouraging those that normally shy away from sports and perhaps feel less confident the chance to use a range of different skills to solve a range of problems.	£370
Spotify account	Staff - utilizing the music. Children: interacting with the music	<i>Key indicator 2 -The engagement of all pupils in regular physical activity</i>		£179
Active phonics resources	Teachers - leading the sessions Children - taking part in the sessions.	<i>Key indicator 2 -The engagement of all pupils in regular physical activity</i>	Children in small intervention groups to take part in phonics activities.	£200

Sport books/literature	Children - reading the books/texts on offer.	<i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i>	Children can follow their sporting interests and research events such as the Olympic game. Some of the children enjoy watching events that they take part in at the weekends or after school.	£90
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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
Forest School training for x3 members of staff.	Forest Schools is an excellent method of teaching that both promotes an active lifestyle but also gets the children outside and interacting with nature. It is a chance for the children to reflect on their learning and the skills they have learned and when it is established in the school the children will take part in multiple sessions over the year from Year 1 and EYFS/Reception classes will have access to Forest School activities more regularly.	The staff that received the training are very excited to get this up and running in the school, starting off with a club and building on what they have learned. We will be introducing new and exciting activities to a wider range of children than if we had an external company deliver the sessions because then we would need to charge. This way the children have access to the learning and experience for free which we feel is very important.

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?	68 children 83.33%	N/A
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	68 children 83.33%	N/A

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	83.88%	N/A
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	We utilized £450 from Sports Premium to provide top up swimming lessons to identified children at the end of Upper KS2 (Year 5 & 6).
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	NO	The school employs x3 trained and qualified swimming teachers/coaches who teach the children how to swim at the pool.

Signed off by:

Head Teacher:	Dean Moran
Subject Leader or the individual responsible for the Primary PE and sport premium:	Elizabeth Berner and Thomas Beales
Governor:	School Development Committee
Date:	22 nd July, 2024