



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>To achieve the Platinum Sports Games Mark for proven:</p> <ul style="list-style-type: none"> - Participation –increasing the number of pupils engaged in sporting activity. - Competition –pupils given the opportunity to play different sports and enter competitions. - Workforce – increasing the number of pupils involved in leadership activities alongside taking part in competitions. - Clubs – initiating and maintaining local links with clubs. 	<p>-Platinum Sports Games Mark achieved.</p> <p>-An increase in the percentage of children take part in an extra-curricular club, including those in receipt of Pupil Premium.</p>	<p>Continue to educate the children on a healthy lifestyle and the benefits of an active lifestyle, by investing in Stormbreak- supporting Mental Health and wellbeing to bring: Happy Health Humans, Mentally Healthy Movement and Lifelong Healthy Habits</p>
<p>To provide more extra – curricular opportunities provided for EYFS</p>	<p>-An increase in clubs available for those in EYFS. Multi-sports, football and Fitness Fun, as well as activities with Sports leader and play leaders.</p>	<p>-To continue to raise the profile of dance in the school and provide an extra-curricular club.</p>

<p>To continue to provide Learn to Move intervention to pupils with SEND/less active group</p>	<p>-Less active and SEND targeted groups with sports coach. Tracking pupil attendance, including children with SEND and in receipt of Pupil Premium.</p>	<p>-Continue to develop this, provide a wider range of activities, so there is equipment for a range of abilities, needs and age ranges.</p>
<p>To develop Sports Leaders and Play Leaders to support active playtimes and support extracurricular activities.</p>	<p>Sport and Play leaders received training through the sports partnership. Play equipment provided for all year groups.</p>	<p>-Continue to develop sports leaders and play leaders- complete support earlier in academic year compared to this year so children can benefit.</p>
<p>-Develop pupil leadership programme and link awards to successful learners in PE, to extend across the curriculum-e.g. resilience.</p>	<p>Sports leaders have met with PE Leader and have had the opportunity to raise the awareness of sporting events in our celebration worship.</p>	<p>-Continue to encourage pupils to develop their leadership by giving them a voice and the capacity to make changes where appropriate. Pupil Sport leaders to suggest at meetings with PE Leader re: awards for particular pupils linked to sporting.</p>
<p>- Increase outdoor learning opportunities to promote wellbeing.</p>	<p>-Children accessing Forest school. Gardening club- children able to grow their own produce and spend time outside.</p>	<p>-Encourage staff to complete some of the Stormbreak activities outside when appropriate. -To continue to promote outdoor learning opportunities to promote wellbeing- Stormbreak, Forest School resources, have designated area fenced off for forest schools so children understand the different areas for different types of play.</p>
<p>- To introduce Forest School intervention and club to further support outdoor learning opportunities.</p>	<p>-Forest school intervention took place successfully. Feedback from pupils and forest school staff extremely positive.</p>	<p>-Forest school to be made accessible to a wider group of children. -To develop the EYFS- outdoor play space to be more challenging.</p>
<p>- To hold whole-school activity weeks/days</p>	<p>-Need to continue next year- use suggestions from Sports Leaders.</p>	<p>-To promote the role of female and minority</p>
<p>- To use high-profile athletes and current issues in the</p>		

<p>news to promote the importance of a healthy lifestyle and the importance of inclusion.</p> <p>-Celebrate achievements of pupils in school with a focus on My Personal Best targets</p> <p>-To develop staff knowledge, skills and confidence when teaching PE and sport.</p> <p>-All pupils to be able to make good progress in PE lessons with suitable support and challenge</p> <p>-Pupils to enjoy their PE lessons and to feel successful -Pupils to be able to talk about what they are learning and why.</p> <p>-More children taking part in more sports clubs and heath-based activities, both IN and OUTSIDE of school.</p> <p>-Develop opportunities for pupils to access community sport in order to develop social skills, leadership and communication outside of school.</p> <p>-Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, competitions and events.</p> <p>- Continue to offer additional extracurricular opportunities for all pupils to take part in physical</p>	<p>-High profile athletes often used in Picture News for worship. Continue especially in light of this year's Olympics and Paralympics.</p> <p>-Pupil understand their achievements and feel valued- need to continue.</p> <p>-Teachers feeling more confident in teaching knowledge and skills confidently. Still more work to do with this. KS2 focus on sports and KS1/R on skills.</p> <p>-Coherent scaffolding for SEND children. Majority of children achieving expected level of development. Monitor this closely next year so this remains the same.</p> <p>-Pupil voice shows that pupils enjoy their PE lessons. Pupils fully engaged in their PE lessons. Pupil questionnaire shows that children enjoy their PE. Pupils able to talk about what they are learning and why they are learning it.</p> <p>-Children being exposed to a wide variety of sports which may encourage them to try these sports outside of school.</p> <p>-Children developing life skills and having the confidence to try something new.</p> <p>-More after school club opportunities available.</p> <p>-Monitor next year the range of pupils taking part in these extra curricular events.</p>	<p>group athletes to further develop inclusivity in physical activity.</p> <p>-Organise a wider range of extra-curricular for all children. More opportunities for EYFS children.</p> <p>-Still a range of skill levels of teachers. Some staff still need to develop their skills further.</p> <p>-Equipment for SEND children, e.g. larger balls for EYFS, younger children.</p> <p>-PE leader to continue to monitor PE and children's engagement.</p> <p>-</p> <p>-Increase extra-curricular clubs on offer.</p>
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<p>activity and sport. - Increase opportunities for KS1 children - Continue to develop relationships with community coaches so a broad and wide range of activities can be offered to all age groups.</p>	<p>Wider range of clubs available- continue next year.</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>To continue develop staff knowledge, skills and confidence when teaching PE and sport.</p> <p>To ensure all staff understand that the framework for PE is the skills and knowledge.</p> <p>All pupils to be able to make good progress in PE lessons with suitable support and challenge.</p> <p>Pupils to enjoy their PE lessons and to feel successful.</p> <p>Pupils to be able to talk about what they are learning and why.</p> <p>All pupils deepen their learning within PE and have time to practice rather than moving on too quickly.</p>	<p>Teaching staff and all pupils</p> <p>Use specialist coach for team teaching to increase the knowledge and confidence of staff in delivering PE.</p> <p>Sports coach used to help upskill teachers through modelling lessons, team teaching, help with planning and observations.</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p>	<p>-Medium term planning is beginning to identify the impact of PE on personal development of pupils.</p> <p>Subscription to Complete PE</p> <p>-Coaching sessions with teachers are improving teacher confidence and knowledge and skills</p> <p>-Teaching staff and coach to take turns to teach so good practice can be modeled and practised. Teaching staff able to increase their skills ask questions about specific sports in order to develop their own practice</p> <p>(Teacher survey) - Increased capacity and sustainability to teach high-quality PE. Complete teacher survey at beginning of the year and end of the year.</p> <p>-Continued progression of all pupils. High majority of children achieving at least</p>	<p>Subscription of 'Complete PE' £105 + VAT</p> <p>PE Coach team teaching with all teaching staff £13 650</p>

			<p>the expected standard in PE.</p> <p>-Children being taught skills and knowledge first which enables them to play a variety of games.</p>	
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<p>Increase participation in competitive sport for all pupils, but particularly for pupils with SEND and those eligible for Pupil Premium.</p> <p>Provide opportunities for all children to challenge themselves through both intra and inter school sport where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome.</p> <p>Provide more opportunities for sports leaders to design interschool competitions.</p>	<p>All pupils</p> <p>Monitor pupils who attend sporting events ensuring diverse range.</p> <p>Least confident/least active pupils- Provide opportunities for these children to attend.</p>	<p>Key indicator 5: Increased participation in competitive sport.</p>	<p>-Increase in the number of pupils representing the school, including those with SEND and those eligible for pupil premium.</p> <p>-Take up the offer of any competitions organised in the year by the Purbeck Partnership</p> <p>-Ensure disadvantaged pupils and those with SEND have the opportunities to compete by taking part in sessions offered by Purbeck Partnership.</p> <p>-Monitor participation of pupils with spreadsheet to inform the selection of pupils representing the school. Identify gaps and ensure that a wider range of pupils possible attend external sporting events.</p> <p>Meetings set up with pupil sports leaders.</p> <p>School taken part with interschool competitions.</p>	<p>£1750 for Purbeck partnership</p>
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<p>More children taking part in more sports clubs and health-based activities, both IN and OUTSIDE of school.</p> <p>Develop opportunities for pupils to access community sport in order to develop social skills, leadership and communication outside of school.</p> <p>Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, competitions and events.</p> <p>Continue to offer additional extracurricular opportunities for all pupils to take part in physical activity and sport.</p> <p>To continue to raise the profile of dance in the school and provide an extra-curricular club.</p>	<p>All pupils</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>-Awareness of the range of sports our pupils are accessing both in and out of school.</p> <p>-Running club and other pupils to attend local Parkrun regularly.</p> <p>-More teaching staff now running extra-curricular clubs- dance/ mindfulness giving more opportunities for all children.</p> <p>All children (Years 1- 6) to have a block of forest school sessions for a term.</p> <p>-Children taking part in a range of sporting events with Purbeck School Partnership.</p> <p>-Dance club was very popular and ran for two terms. Children in the dance club performed at the Summer Fete.</p>	<p>Forest school cost £1600</p> <p>£500 pupil leadership</p>
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<p>-To continue to educate the children on a healthy lifestyle and the benefits of an active lifestyle, by investing in Stormbreak-supporting Mental Health and wellbeing to bring: Happy Health Humans, Mentally Healthy Movement and Lifelong Healthy Habits</p> <p>Continue to explore a broader range of activities that could be offered to pupils to increase enjoyment levels in physical activity</p> <p>Refresh training on teaching swimming and training for staff members.</p>	<p>All pupils</p>	<p>Key indicator 2: Engagement of all pupils in regular physical activity</p>	<p>-All staff trained in using Stormbreak. Stormbreak being regularly used in all classes to give children a movement and wellbeing break.</p> <p>-Children able to use vocabulary associated with mental health.</p> <p>-Children regularly taking part in movement break in order to improve their awareness of mental health and mental health.</p> <p>-New climbing wall and water cascade built for the reception learning garden.</p> <p>-Awareness of the range of sports our pupils are accessing both in and out of school.</p> <p>-ASC now has a comprehensive programme, ensure areas of EYFS curriculum are enhanced where possible.</p> <p>-Links with local clubs to encourage attendance- Poole Sailing and Wareham Rugby Club, golf club</p>	<p>Subject Leader time - £600</p> <p>Men's Shed- resources for climbing wall/water cascade. Cost -£0 donated by charity</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
<p>Wide range of sport skills and knowledge taught in the PE curriculum.</p> <p>Successful sports day attended by all pupils. Opportunities for children to take part in a range of activities both competitive and non-competitive</p> <p>Swimming for all years R- 4. Booster groups for those in Year 5/6 who have not achieved the expected standard in swimming</p> <p>Wide range of pupils taking part in sporting events and representing the school off the school site</p> <p>Good link with Purbeck School Partnership</p>	<p>Children learning progressive skills and knowledge in their PE lessons.</p> <p>Sports day well received. All children who were in school for Sports Day participated.</p> <p>High percentage of pupils achieving the expected standard for swimming which is above the national average.</p> <p>Children across the school able to represent the school and take part in a variety of sports. Children being introduced to competitive sports and trying sports that they have done before.</p> <p>Children across the school able to represent the school and take part in a variety of sports. Children being introduced to competitive sports and trying sports that they have done before.</p>	<p>Good use of Complete PE to ensure skills and knowledge are taught progressively.</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>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	81%	<i>This shows the impact of providing swimming each year from Yr3-Y4 with booster sessions for Year5/6 as we have our own heated pool.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	81%	<i>Staff know children well. Positive impact of having a PE coach who has taught the children swimming since they were in Year R.</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>81%</p>	<p><i>Staff know children well. Positive impact of having a PE coach who has taught the children swimming since they were in Year R.</i></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>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</p>	

Signed off by:

Head Teacher:	<i>Jemma Murray</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Beccy Spicer</i>
Governor:	<i>Steve Cranfield</i>
Date:	<i>22nd July 2024</i>