



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
Wider range of equipment on the playground.	Pupils have access to various equipment to support them with their target pf being physically active for a minimum of 30 minutes per day (not including PE lessons).	This is something we will continue to monitor over the next academic year.
External visitors visiting the school to offer a broader range of physical activity.	Pupils are starting to understand the meaning of being physically active, and that it is not necessarily just through PE lessons, but a variety of sports and activities.	This will be a key focus for the next academic year.
The use of schemes for PE.	This is having a positive impact of staff's confidence when delivering PE, but also there is consistent teaching due to the support that the schemes offer. Alongside this, there are instructions for adaptive teaching and assessment.	This is something we will continue to use in the next academic year. We also need to ensure that all new staff are aware of this and have access to the schemes.

<p>Inter-school competitions have been successful.</p>	<p>The pupils have relished the opportunity to take part in competitive sport and it has also improved their team work skills and resilience.</p>	<p>This will be a key focus for the next academic year.</p>
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From completing the above reflection, we have highlighted three key priorities for the next academic year:

- Take part in more inter-school events.
- Increase the number of experience sessions in school from external providers to broaden the pupils' experiences.
- Full audit and tidy up of all PE cupboards so we can identify all equipment we already have and what equipment needs to be brought. This will also make PE equipment more accessible.

Key achievements 2023-2024

Our budget to spend this year (including carry over from last year) was £19,885; this has all been spent. Below, I will look at each key priority, how much of the sports premium budget has been spent in this area, as well as the impact and any further comments.

Activity/Action	Impact	Comments
<p>Key indicator (KI) 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> <p>£8312.80 was spent on KI1 (42% of the total budget)</p> <p>This has included purchasing: scooters, bikes, balls, beanbags, quoits (to support our orienteering scheme of work), goal posts, basket ball posts and balls, netball posts, a bench for gymnastics, 2 large steel table tennis tables for the playground, skipping ropes, ankle skipping ropes, balls, hoops, ball pumps and needles, shin pads, table tennis bats and ping pong balls.</p>	<p>This has enabled the children to meet and exceed their 30 minutes of physical activity during the school day (excluding PE lessons).</p> <p>The playground is now well equipped with a basketball area, which is zoned off with barriers, football pitch, table tennis tables and tennis nets for tennis and badminton, whilst also ensuring there is free space for the children to run around and play other games of their choice, such as tag. There is also a storage unit which contains skipping ropes, ankle skipping ropes, a step board, building blocks and other various equipment to support the fundamental skills that pupils require to develop their physical literacy.</p> <p>Some of the equipment, such as quoits, beanbags and a bench, have been purchased to make additional and sustained improvement in their fundamental skills, such as orienteering and balance.</p>	<p>This year, a full audit has been completed of all PE equipment and is now easy to access within the school. This has made it possible for us to identify what we already have and what we needed to replenish, as well as providing us with the opportunity to see how we could further develop our playground to ensure that pupils are physically active for a minimum of 30 minutes per day, excluding PE lessons.</p>

<p>Key indicator 2: The profile of PESSPA (<i>Physical Education, School Sport and Physical Activity</i>) being raised across the school as a tool for whole school improvement £1080 was spent on KI2 (5% of the total budget)</p> <p>This looks like a relatively small amount in comparison to the other key indicators, however, does also incorporate elements of all the other key indicators in this report.</p> <p>We have continued our subscriptions to Primary PE Planning (PPP) and Cross Curricular orienteering.</p> <p>This also links to what was mentioned in KI1, with their being a broad range of equipment available for break and lunch times to continue to build the expectation that pupils should be physically active during this time. This is also re-iterated in assemblies and encouraged by playtime pals.</p> <p>Various experience sessions from external providers have also encouraged the children to see there are a variety of ways to be physically active as well as the importance of being resilient and how this is reflected when physically active. More information is provided in KI4.</p> <p>We also continue to offer a variety of lunchtime / afterschool clubs for children to participate in, such as judo, dance, gymnastics, multi-sports and football.</p>	<p>The profile of PESSPA at Woodloes Primary School has been raised this year through the opportunities that the Sports Premium Fund provides; range of equipment, planning support for staff which is a key part of our progression of skills, with a clear expectation that they are used to support their teaching of PE in school, as well as experiencing experiences they may not otherwise have been available to, e.g., archery, dance, skipping and free-style football.</p> <p>Alongside this, we are also able to sustain these PESSPA through previous equipment that we have been able to purchase through the Sports Premium Fund and the CPD that we have received from previous use of the fund, which is having a positive impact on the profile of PESSPA.</p>	<p>One of the key focuses for this academic year was to ensure physical literacy in all pupils, as for some pupils, they did not see themselves as 'sporty' and therefore did not always engage in being physically active.</p> <p>This year, the children have experienced a range of activities, which has opened their eyes to the range of sports that are available and that they can achieve. After every experience session, we have recognised these pupils in assembly, which has definitely contributed to raising the profile of PESSPA in school.</p> <p>We have also focused closely of the context and needs of our school and considered how we can keep them physically active both inside and outside of the school day, as we are aware that for some, money is limited. Skipping was identified as a way of keeping pupils active and therefore, we put a skipping workshop in place, which has had a huge impact on keeping our children physically active and hopefully will do so in the evenings, weekends and holidays too. This is also something we will continue to pursue yearly and participate in National Skipping Day, another example of how we will sustain keeping our children physically active.</p>
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<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport. £80 was spent on KI3 (0.01% of the total budget)</p> <p>This looks like an incredibly small amount in comparison to the other key indicators, however, does also incorporate KI2 as well.</p> <p>As mentioned above, we use the PPP scheme, which provides detailed lesson plans and assessment information, ensuring teaching and PPA staff have all the information they need to teach the lessons. This is also the case for our 'Outdoor and Adventurous' area of the PE curriculum, through the Cross Curricular Orienteering scheme.</p> <p>I have attended several of our academies 'Network' meetings, in which schools in the academy support each other regarding new information, inter-school competitions and sharing knowledge / experiences. There is no charge for these events.</p> <p>I have also attended a cross curricular orienteering training session so that I am aware of the new features, as well as how we can be physically active through other areas of the curriculum too. I then shared this information with the rest of the teachers during a staff meeting. This was part of our package cost (see above).</p> <p>I attended the Central Warwickshire Sports Partnership (CWSP) meeting, where there was a guest speaker from the Youth Sports Trust (YST), who provided insight into 'Physical Literacy' and how we can improve this in the children we teach. This information was then shared with staff at the next available staff meeting slot. This is a free event, however, the cost is for the cover provided for me to attend this meeting</p>	<p>This has ensured that staff have the confidence to teach PE, as all the information they need to teach the lesson is provided, as well as how to assess the outcomes of the lessons. There are also recommendations for adaptive teaching within the planning to support all pupils.</p> <p>Through training opportunities, from which I share the information in staff meetings, staff are aware of the importance of the pupils being physically active and differing ways in which we can all achieve this as a team.</p>	<p>At the end of this academic year, we have a few members of staff moving on and using PPP And Cross Curricular Orienteering is a key way to ensure that new starters have all the support they need and there is consistency in the delivery of PE lessons.</p>
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<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. £8537.20 was spent on KI4 (43% of the total budget) This has included various external visitors: Felix Clements for free-style dancing, Liz England with street and pop dance, Ash Randall with free-style football skills, quidditch, Zumba, archery, an Olympian visitor, Colour Run, personal best challenges and skipping.</p>	<p>This has really contributed to the rise of the profile of PESSPA throughout the whole school. The context of our school is very varied and therefore, the focus this year was to broaden their experiences of being physically active, making them realise that just because they were not the quickest at athletics or played football at playtimes, that there are many ways to be physically active and that they can achieve it too!</p> <p>Archery was a prime example of pupils who did not normally feel like they had achieved in PE lessons. Realising that they can do it has boosted their belief in themselves to try different things, which is the outcome we were hoping for.</p> <p>These sessions have also supported the children with the importance of being resilient and working as a team, which supports in all areas of the curriculum.</p>	<p>This is something that we have identified as a priority for the academy for the next academic year.</p> <p>It is an area we have heavily focused on this year with our pupils as we feel that the context of our school really benefits from these experiences.</p>
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<p>Key indicator 5: Increased participation in competitive sport. £1875 was spent on KI5 (9.99% of the total budget).</p> <p>This includes: starting and getting weekly professional coaching for a girls' football team, which then led to several matches with other schools, inter school athletics events and sports day. The Year 6 boys also played an inter school competitive match.</p>	<p>This has opened up many opportunities for equality within our school at an inter-school level. The girls' football team for Year 5/6 encouraged many girls, who had never considered playing football to challenge themselves. For some girls, they tried it and decided it is not for the them, however, the majority have thrived from the opportunity and have also encouraged others to join our team. The girls' confidence has grown as we have played other school, as has their teamwork skills.</p> <p>We also attended two athletic events, where the pupils challenged themselves and were very proud to represent our school.</p> <p>We have also played a boys Year 6 football match against a local school.</p>	<p>This is an ongoing focus for next week, as we think about how we can broaden the range of inter-school competitions we can take part in, such as cross-county and mixed football tournaments.</p>
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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?	38 / 60 pupils 63%	There are 5 children who have not took part in swimming this year for a variety of reasons; operations and new arrivals as Year 6 swimming is in the Autumn Term.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	22 / 60 pupils 37%	See comments above.
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	37 / 60 pupils 62%	See comments above.

<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>See next column</p>	<p>Having done some research, I am not able to see what the national expectations are, however, am aware that the context of our school has changed significantly over the last few years, meaning that we are reviewing how swimming is delivered in school.</p> <p>Many of our new in-year arrivals and new cohorts joining us have not had access to swimming lessons, resulting in, when they start swimming lessons in Year 4, they have never been in a swimming pool, are terrified of water or do not have the basic skills of swimming, e.g., putting their head under the water. For this reason, I will discuss with our new Head Teacher how we move swimming forward at Woodloes and potentially hire a pool to support those who will not meet the expectations of the National Curriculum without additional support.</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>See next column</p>	<p>Year 5 and 6 had an assembly with 'Everyone Active', who provided an assembly, discussing with the pupils how to be safe around water. This is particularly important for our children, as we live near canals. The teachers were also present, so this was a CPD opportunity for them.</p>

Signed off by:

Head Teacher:	<i>(Name)</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Tracy Cirin – Class Teacher and PE subject leader</i>
Governor:	<i>(Name and Role)</i>
Date:	