

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>Swimming lessons and top up sessions for Year 6 pupils</p> <p>All pupils receive 2 hours minimum of Taught PE at least each week.</p>	<p>41% achieved 25 metres competently.</p> <p>A high percentage of children across the year groups achieving expected or higher.</p> <p>KS1:</p> <table border="1" data-bbox="846 1066 1061 1158"> <tr> <td>Year 1</td> <td>Year 2</td> </tr> <tr> <td>80%</td> <td>76%</td> </tr> </table> <p>KS2: Achieving expected or greater.</p> <table border="1" data-bbox="846 1203 1205 1305"> <tr> <td>Year 3</td> <td>Year 4</td> <td>Year 5</td> <td>Year 6</td> </tr> <tr> <td>79%</td> <td>64%</td> <td>88%</td> <td>91%</td> </tr> </table> <p>Improved differentiation and inclusion within lessons using STEP (space, task, equipment, people) after CPD led by Ryan Ellis.</p>	Year 1	Year 2	80%	76%	Year 3	Year 4	Year 5	Year 6	79%	64%	88%	91%	<p>Next year we will look at the start and end point, so we have a clear percentage increase of those who are able to swim 25 metres.</p> <p>To continue to timetable 2 hours of PE a week for all year groups.</p>
Year 1	Year 2													
80%	76%													
Year 3	Year 4	Year 5	Year 6											
79%	64%	88%	91%											

Clubs	<p>Over the academic year 198 pupils attended an after-school sports club which increased their daily activity level by 1 hour.</p> <p>53 of these pupils attended 2 or more sports clubs which increased their weekly activity level by at least 2 hours.</p> <p>Forest school - allows those that are not necessarily sporty to engage in physical activity. To improve confidence, stamina and resilience.</p>	<p>To continue to offer a range of clubs run by both staff and outside providers. We are looking into offering new activities.</p> <p>Also, to introduce a lunchtime club catering for those children who are unable to attend an after-school club though enjoy taking part in PE and sport.</p>
Bike Ability for Year 1 and Year 6	<p>All the children in Year 1 except one was able to independently balance and pedal across the playground by the final session. The remaining pupil was balancing and showing signs of being ready to pedal independently with ongoing support from parents. 2/3 of the pupils could not pedal independently at the start of the sessions. The 1/3 that could initially have improved their braking and bike handling skills and ability to set off without support.</p> <p>All the Year 6 children who attended the Bike Ability after school club achieved L1 and L2.</p>	<p>Bike ability to be timetabled in for Year 1 and Yr5/6 next year. TA to observe Year 1 Bike Ability sessions giving him the knowledge and skills to deliver the sessions in the future.</p> <p>Upskilling in-house members of staff to provide this in the future to allow this to be a sustainable activity.</p>
Skipping leaders/playground leaders	<p>Increased physical activity (skipping) and participation at playtimes (Summer Term) by training and using Yr5 skipping ambassadors at KS1 lunchtimes.</p>	<p>The Head and I to meet with OPAL Rep with a view to adopting their scheme following recommendations from other primary schools and also to ensure long term sustainability of active playtimes.</p>
Athlete visit	<p>Pupil voice comments:</p> <p>"She taught us that we can be who we want to be and do any sport." Yr3</p> <p>"I enjoyed doing the circuit. It really made me sweat." Yr3</p> <p>"It was really good seeing badminton skills in the hall, it looks a good sport to try." Yr6</p>	<p>Raised money (£779.64) to be spent in 23/24 on enhancing playground resources.</p>

<p>CPD</p> <p>Forest School (one afternoon a week for the year)</p>	<p>“The exercise session was great but hard work, we had to keep going.” Yr6 “My favourite part was when Jenny hit all the shuttle cocks across the hall. It made us all gasp” Yr6 “I enjoyed the assembly when she explained how hard she worked to achieve her badminton goals. It inspired me.” Yr6 “From the story she told us, it built up our confidence.”Yr4 “She demonstrated different ways to show sportsmanship.” Yr4 “It was a great experience meeting an Olympian.” Yr4</p> <p>Staff use ‘Complete PE’ resource for ideas, key vocabulary, assessment. All say the resource is effective and supports them in planning. EYFS teacher and Year 1 teacher received CPD from Jordan Miller from ‘Future Generation Sports Development’. Each had a planning session and then observed delivery of these sessions (x5). Ryan Ellis delivered twilight session on ‘Progression of skills’ to all teaching staff. From this training all staff could see the importance of building upon skills and weaving them through all PE domains.</p> <p>Pupil Voice: “I have learned about different leaves and the trees they belong to. Yr5 “We measured the circumference of the tree to measure how old it was.” Yr5 “I enjoyed using the flint and steel. I think I'd feel more prepared if I went camping now.” Yr5 “Keeping yourself safe around a fire was important, we learnt how to do that.” Yr6 “It’s like going on an adventure, learning about wildlife.” Yr3</p>	<p>SEA ‘Stuart Anslow’ to work alongside PE lead to review the long term plan and ‘Progression of Skills’ document. PE lead to do CPD in staff meeting to ascertain staff needs for the forth coming year</p> <p>To continue Forest School sessions next year. To include working with the Reception children. Look into training someone in school to deliver Forest School sessions in the future.</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>Starting our OPAL journey allowing us to provide all our pupils with outstanding play each and every day.</p> <p>Increase the number and range of activities on offer. Aim to open 5 zones before the end of the Academic year.</p> <p>Equipment and resources to be purchased to facilitate play and lessons.</p>	<p>All staff and Governors who will work together on creating outstanding playtimes for all our pupils.</p> <p>PE Lead alongside head to create a working party to ensure the planning and delivery of OPAL is embedded at lunchtimes.</p> <p>Every pupil s they access further opportunities throughout the week to get active.</p>	<p>Key Indicator 2 <i>Pupils will have more opportunities to be active, therefore supporting the target for all pupils to be active on average 60 minutes a day, 5 days a week.</i></p> <p>Key Indicator 4 <i>Offer a broader and more equal experience of a range of sports throughout the year and physical activities to all pupils.</i></p> <p>Key Indicator 3 <i>Improved behaviour at lunchtimes therefore supporting whole school improvement.</i></p>	<p>By July 2025 we predict that 100% of children (from EYFS to Year 6) will be choosing to be physically active cross a typical week at lunchtime on the back of 'OPAL'. This will include the development of play zones, new equipment and an extended lunchtime play. Currently 1 hour for KS1 and 50 minutes for KS2. We aim to increase this to 1 hour 15 minutes for all pupils. Currently 82% of our children say they 'Like playtimes'. We predict that by July 25 100% of pupils will love playtime. Play assemblies to be led by PE lead every other week to introduce new play zones. A display board assigned to OPAL to show our commitment to the primary program. Training for all staff on enabling high quality/outstanding play each day. Sustainability: MDS and all members of staff trained in supporting high quality play. 5 play zones developed and equipped with necessary resources to enable outstanding play now and in the future.</p>	<p>£5738.00 OPAL Resources to equip zones £2,275.15</p> <p>Storage for wheeled vehicles and welly boots to allow access to gross motor activities in all weathers: £1,000</p> <p>OPAL supply cover for PE Lead: £318.68</p> <p>Equipment for lessons: Tennis equipment: £4.99</p>

<p>To ensure all pupils are participating in two hours a week of high-quality PE.</p> <p>*Quality of teaching and learning in PE will be developed through in-house CPD for all class teachers and bespoke CPD.</p> <p>*Support for PE lead by attending the termly Swaledale Alliance meetings.</p> <p>*Ensure Complete PE annual membership is paid to ensure teachers have access to HQ planning and supporting resources.</p> <p>*PE resource audit carried out.</p> <p>*</p>	<p>All class teachers as we build confidence and competence in delivering high quality PE.</p> <p>Every pupil as they will access two hours of high-quality PE very week.</p>	<p>Key Indicator 1 <i>By upskilling staff, we can ensure that all pupils' will receive 2 hours of high quality physical education every week.</i></p> <p>Key Indicator 2 <i>Pupils will be inspired through PE to be more active, therefore supporting the target for all pupils to be active on average 60 minutes a day.</i></p>	<p>Lessons monitored in the Spring Term confirmed that the teaching of PE across the school is 'Good' if not better.</p> <p>Staff audit completed in September showed that 88% of teachers liked teaching PE and felt confident in teaching it. Gymnastics, Dance, Striking and Fielding games (cricket) were areas staff felt less confident.</p> <p>Cricket coach 'Owen Bachelor' delivered the Yorkshire Schools Cricket package off the back of the staff audit. 100% of KS2 staff now feel confident delivering cricket as part of the unit of work 'Striking and Fielding'</p> <p>Staff comments: The lessons don't need to be really complex; they can be child led. Owen emphasised the importance not to rush and allow the children lots of time to enjoy the games and develop their skills. I was shocked at how quickly the children picked up the skills and developed during each lesson.</p> <p>I enjoyed seeing some of our EAL children excel during the sessions. I will take away that cricket is accessible for all including those with SEN and I have identified small tweaks and changes that can be made so they can access the learning.</p> <p>Our cricket coaching sessions with Owen were absolutely fantastic. The children had lots of fun while learning the essential skills</p>	<p>£500.00 (cost of supply cover for PE lead to attend termly meetings)</p> <p>£360.00 Cricket Coach</p> <p>£150 Complete PE annual Subscription</p> <p>£49.99 PE Umbrella annual subscription</p>
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			<p>of batting, bowling and fielding. Throughout the lessons, every child was active and engaged and showed great enthusiasm for a sport that many of them had never played before. Owen had a great rapport with our pupils and encouraged them to step out of their comfort zones, to show resilience and to try their very best. We were all very disappointed when our sessions had finished and want to know when he will be back at our school!</p> <p>In-house staff training delivered focusing on STEP principle, long term plan to ensure coverage of the whole curriculum, ideas, useful websites.</p> <p>Pupil voice data in July 2024 shows that 84% of pupils feel that PE is always fun.</p> <p>Pupil data in July 24:</p> <ul style="list-style-type: none"> Year 1: 66% Year 2: 56% Year 3: 54% Year 4: 77% Year 5: 83% Year 6: 81% <p>are at the expected level or greater.</p> <p>Sustainability: Staff will be confident and competent. Continued CPD can come from sharing good practice in school and using Complete PE. To look into CPD provided by Complete PE for areas of weakness amongst staff.</p>	
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<p>To enrich children's learning and exploration, we will arrange three or more exciting enrichment days throughout the academic year.</p> <p>Year 6 to take part in an outdoor and adventurous residential trip taking part in new activities.</p>	<p>Teaching staff who will gain CPD through observing and taking part in enrichment activities.</p> <p>All pupils who will engage in new activities.</p>	<p>Key Indicator 4 <i>Offer a broader and more equal experience of a range of sports throughout the year and physical activities to all pupils.</i></p>	<p>Skipping workshop. 100% of pupils enjoyed the day and this increased the number of pupils active at playtimes by at least 30%</p> <p>Dance workshop introduced all pupils to a new way of dancing. 90% of pupils enjoyed this genre of dance.</p> <p>Dance workshop comments: "It was really different and made me concentrate. It woke me up!" (Charlotte) "It was active and we learnt about the religion through dance." (Jayden) "It was good fun and we learned a lot about Diwali at the same time." (Evie) It was fun learning how to tell a story through dance. (Isaac) Comment made by Year 4 teacher regarding the Maypole dancing. Claire Butler of 'Maypole Movers' was great at getting everyone involved in her fabulous Maypole dancing workshop.</p> <p>Activity Day All children enjoyed their full day off timetable to be active, engage in new and exciting activities (badminton, beach ball, inflatables, skittles, boules, parachute)</p> <p>Improved confidence, resilience and perseverance of all pupils observed by staff supporting the trip. 23/24 pupils said they become more resilient by facing their fears.</p> <p>Pupil Voice: Skills they learnt: climbing up the pole for zip wire/high ropes; kayaking; archery;</p>	<p>Skipping Day: £250.00</p> <p>Dance workshop: £547.00</p> <p>Sports Day: FREE</p> <p>Maypole Dancing: FREE</p> <p>90ft assault course and kids sumo suits - £405.00</p> <p>Subsidise residential trip (£50) for all pupils who wish to go. Total cost :£1,250</p>
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<p>Bike training and selection day by Phil Bateman</p>			<p>how to work together to solve a problem. What can they do now: climb further than I thought; reach the top of the climbing wall; leave my comfort zone; try to get just a little bit further than before. Fears overcome: going on the water; sharing a room with other people; being away from home; going on the high ropes.</p> <p>Other comments: making a den, building a fire and cooking marshmallows was great; I got really scared on the Leap of Faith and thought I couldn't do it, but I eventually did and I felt good looking back up and thinking I had done that; it was scary climbing up the zip wire pole but worth it sliding down with the wind in your face.</p> <p>21/21 pupils said they enjoyed their bike day and said it was the first time they had competed in bike races. At the end of the session all pupils who had bikes with gears could use them competently. Following on from this day the children competed against other local schools (7) and achieved 3rd place.</p>	<p>Cost for bike day and travel expenses. £327.50</p>
<p>Introduce lunchtime sport sessions/activities for pupils who do not take up additional PE and Sport opportunities and those that are unable to attend after-school</p>	<p>Lunchtime supervisors. Coaches - as they need to lead the activity. Less active pupils and those children who are not in the position to attend after school clubs.</p>	<p>Key indicator 2 <i>To engage those pupils who are reluctant to take part in regular physical activity.</i> Key indicator 4 <i>Offer a broader and more equal experience of a range of sports throughout the year and</i></p>	<p>More pupils meeting their daily physical activity goal. A wider audience of pupils encouraged to take part in sport activities. It has given children who do not have the opportunity to attend after school sports clubs the opportunity to take part in extra sporting activities. 73% of KS2 children accessed the</p>	<p>Autumn 1 £105.00 Autumn 2 - £105.00 Spring 1 - £60.00 Spring 2 - £75.00</p>

clubs.		<i>physical activities to all pupils.</i>	lunchtime sporting club.	Summer 1 - £105.00 Summer 2 – £105.00
Learn to Ride sessions for Year 1 in the Summer Term. Level 1/2 Bike ability for Yr5/6 to be run as an afterschool club.	Coaches who will run the sessions. TA in Reception who will observe the 'Learning to Ride Sessions' with a view to him running them in the future. Year 1, 5 and 6 pupils who will take part in the sessions.	Key indicator 1 By upskilling staff we can ensure that the cycling sessions for Year 1 will continue for years to come. Key indicator 4 <i>Offer a broader and more equal experience of a range of sports throughout the year and physical activities to all pupils.</i>	At the beginning of the sessions 50% of children were unable to peddle independently. By the end of the 'Learn to Ride' sessions 96% were able to peddle independently. Level 1/2 Bike Ability sessions boosted the children's enjoyment and confidence in riding on the roads, enhancing their road safety skills. We believe the enjoyment gained from the bike ability sessions will increase the number of pupils seeking active lifestyles outside of school. Sustainability: TA observed 'Learn to ride' in order for him to lead the sessions in the future.	Bike Ability Yr1 - £50.00 per session × 6 KS2 Bike Ability - £90.00 per session × 6 Total: £840.00
Continue and increase the offer of a wide range of activities both within and outside the curriculum in order to get more children involved. In 2022-23 12 clubs were offered. Implementation of new extra-curricular timetable.	Staff will run a % of the after-school clubs offered. Coaches will run 2 clubs a week (one for KS1 and one for KS2) Every pupil as they access further opportunities throughout the week to get active.	Key Indicator 4 Offer a broader and more equal experience of a range of sports and physical activities to all pupils. Key Indicator 2 Pupils will be inspired to be more active, therefore supporting the target for all pupils to be active on average 60 minutes a day, 7 days a week.	In 2023-24 we want to double this offer. We endeavor to provide clubs that develop children's fine motor skills as well as gross motor. Autumn Term clubs: Football, Forest School, Dodgeball, Netball, Gymnastics. Spring Term Clubs: Gym, Netball, Sewing Club, Multi-Sports, Football, Forest School, Tag Rugby, Sewing club, Art and Craft, Multi Sports. Summer Term clubs: Summer Sports, Tennis Club, Forest School, Cricket Club, Bike Ability, Outdoor pursuits, Running club, Athletics club.	Autumn Term: £1,200 Spring Term: £904.60 Summer Term: £672.00

Plan a Year 6 residential trip	The Year 6 cohort		<p>In 2023-24 we have offered 23 clubs. With the increased number and variety of clubs, we have increased participation levels from 198 pupils (2022-23) to 290 this academic year.</p> <p>Sustainability: To continue to provide high quality extra-curricular clubs that are increasingly led by teaching staff and so free to attend.</p> <p>See notes above on impact.</p>	
Top up swimming and water safety sessions	<p>A member of staff to walk the children to and from the swimming baths.</p> <p>Pupils who have not yet achieved their 25 metres.</p>	SWIMMING DATA	<p>Improved number of pupils who can swim 25m</p> <p>At the end of the Year 6 swimming sessions (Autumn Term) 54% of pupils could swim 25m. With top up sessions this has increased to 68%</p>	No additional cost
To continue to run Forest School sessions (one afternoon per week) and a club each half term.	<p>Pupils from EYFS to Yr6 will all get a block of 5 sessions.</p> <p>Teachers and TA's will support Rachael and the children in the sessions.</p>	<p>Key Indicator 2 To engagement of <u>all</u> pupils in regular physical activity</p> <p>Key Indicator 4 Broaden the experience of a range of sports and activities offered to all pupils.</p>	<p>Staff supporting the Forest school sessions observed improved self-esteem, creativity, confidence, independence and resilience throughout the block of sessions.</p> <p>In KS2, staff mentioned the improvement in problem solving, development of language and knowledge related to nature and excellent teamwork.</p> <p>70% of pupils from Yr1-6 said they enjoy Forest School.</p> <p>Pupil voice: I enjoy everything, sharing stories, making things with nature, den building, identifying leaves, crafts, games, making fires and eating marshmallows, crafting with materials from outdoors, being outdoors, finding</p>	<p>Autumn: £1,205</p> <p>Spring: £1,000</p> <p>Summer: £1,355</p>

			<p>things we'd never seen before, using clay, using a knife to whittle sticks, using a flint and steel.</p> <p>All Forest School Club sessions have reached full capacity each half term.</p>	
<p>To increase participation in competitive sports for all our pupils (EAL, SEND, less active) by attending as many interschool competitions and festivals as possible.</p> <p>Introduce intra competitions for classes to enjoy at the end of a unit either within class or against another class.</p> <p>Organise and enter inter competitions for both KS1 and KS2.</p> <p>Class teachers to keep a register of attendance to increase participation for all pupils.</p> <p>To purchase Sports kit (football kit and red t-shirts for all sporting competitions).</p> <p>To purchase ML Fitness</p>	<p>Pupils from EYFS to Year 6 who will attend a sporting competition or festival.</p> <p>TAs who will support events.</p>	<p>Key indicator 5: Increased participation in competitive sport</p> <p>Key indicator 2: Pupils will be inspired to be more active through fun intra competitions, therefore supporting the target for all pupils to be active on average 60 minutes a day.</p>	<p>This year 100% of our pupils from EYFS to Year 6 have taken part in at least 1 Inter School competition or Festival. This is an increase of 25% from the previous year.</p> <p>EYFS and KS1 pupils have competed in at least 1 Intra-school competition (sports day).</p> <p>KS2 pupils have taken part in at least 2 Intra School competitions. This has increased through more competitions in lesson time, celebrating learning at the end of a unit.</p> <p>Sustainability: Competition will be imbedded as a normal element of learning through access to intra competitions at the end of a unit.</p> <p>Complete PE supports this set up and guides teachers.</p>	<p>Transport costs: £1,389</p> <p>Bike competition Day: £100.00 entry fee.</p> <p>Sports Kit: Named t-shirts: £527.00 Football Kit for Upper KS2: £130.33</p>

School Games package				£1,200
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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?	68%	54% of pupils could swim 25m at the end of their swimming block of 10 lessons. With top up sessions this has increased to 68%. Parents have expressed that they find it difficult to access swimming lessons for their children due to the transitional nature of military service. There are often long waiting lists and by the time they reach the top they have a military move. This has a clear impact on the percentage of children achieving their 25metres.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	30%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>30%</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</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>No</p>	

Signed off by:

Head Teacher:	<i>Carolyn Ewbank</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Mandy Waller PE Lead</i>
Governor:	<i>(Name and Role)</i>
Date:	12.07.24