



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
Additional Intensive Swimming lessons for targeted group of children across KS2	Remarkable progress, (practical and emotional) made by children who's wellbeing, sporting, skill acquisition and healthy play/social opportunities had previously been limited by missing water competence. Staff who had to train to become mini-bus drivers to make this possible are now a resource to support further enhancement of opportunities. Key Indicators 4, 2 & 1	It is essential that we sustain this one way or another.
Two additional Specialist Coach led PE sessions each week for 2 targeted groups of children in KS2 focusing on the foundations: fine motor skills, gross motor skills, co-ordination and balance, turn taking, resilience and the principles of collaborative team play.	Increasing numbers of SEN, EHCP & PE SEN children now accessing more of our full PE class lessons and other sports and doing so with increasing confidence. Great CPD for TA and teacher competence. Key Indicators 4, 2, 1 & 5	A dynamic enabler that deserves to be established as a sustained entitlement
Let's Explore (LOC = Learning Outside the classroom) for all classes throughout the school and across the year (cover for release of Forrest	Increased staff and community volunteer capacity to support our qualified Forest School qualified teachers in the future. Children evidenced an enhanced	This work has touched and inspired our community, children and adults alike and is clearly valued as one of the

School trained staff incl 2 Day Outdoor First Aid training, transport where it can't be facilitated by parents or carers. • Festivals and competitions, (swimming gala, cricket, netball, football) cover for staff to attend (they are great CPD), transport for children where essential to secure 100% inclusivity. • Support funding for targeted individuals (securing inclusion in the widest diversity of sporting opportunity) for weeklong residential including transport. • Weekly Walks KS1/2 -learning Outside the Classroom in the local environment.	perception of their own and their peers' capacities as individuals and in operating in concert. Teacher CPD that informs aspects of our weekly walks. Key Indicators 1, 2, 4 & 5 • Mrs. Rithchie's eye for an opportunity and brilliant negotiation and organisation ensured that every child in KS2 had the opportunity of participation in either a sports festival, gala or competition with other schools. This is a new school record. Each of these events offers new learning for our staff attending Key Indicators 1, 3, 4 & 5 • Children supported enjoyed their first experiences of climbing, rafting, abseiling, surfing, high ropes, archery, underground tunnels and team assault courses with all their peers and led by specialist instructors. This represents a full week of CPD in outdoor learning, personal and team leadership for the staff attending who return with a wealth of new games and strategies for inclusion and motivation. Key Indicators 4 & 1 • A full afternoon of wholly inclusive, diverse activity & working out of doors. Teachers learning to apply some of the knowledge and skills gained in the Let's Explore CPD Key Indicators 2, 4 & 1	flagships for our school-a beacon of outdoor learning excellence. • This is essential and need to explore all routes to help us deal with the challenge of the rapidly increasing costs of transport to sustain the breadth of opportunity for all. • Feedback from parents and carers as well as the children supported demonstrated that it is a pivotal and possibly life changing experience. • Extended physical activity in the local environment that can be taken much further.
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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
<i>Additional Intensive Swimming lessons for targeted group of children across KS2</i>	<i>KS2 children lacking essential water skills & confidence, previously unable to keep themselves safe in water and so avoid it, often through lack of opportunity outside of school lessons. CPD for staff attending.</i>	<i>2/ increase engagement, 3/ securing access otherwise denied & 1/ staff Kn&U</i>	<i>2 increase engagement in all watersports once completed, 3 securing access to sports experience otherwise denied & 1 developing knowledge & skills of staff participating. Sustainability via rigorous negotiation and exploration best value alternatives.</i>	<i>£500 Costs for instructors, pool hire, transport and instructor.</i>
<i>Additional Specialist Coach led PE sessions 2 x per week</i>	<i>Children with specific PE needs and broader SEN and social needs.</i>	<i>2/ & 4/ targeted groups of children in KS2 focusing on the foundations: fine motor skills, gross motor skills, co-ordination and balance, turn taking, resilience and the principles of collaborative team play. CPD for supporting staff.</i>	<i>2&4 increased engagement in all other PE and sports provision and opportunity, ensuring equality of experience over time as skills and confidence develop. Staff increase knowledge of lessons and activities to promote the development of the basics for children</i> <i>Many more children see</i>	<i>£9660 Costs of 2 HR Up'n'Under coach hire each week.</i>

15 days + of specialist dance coaching across all classes T 5 & 6	All children All teachers and TAs	1/,3/ & 4/ Access to professional dance instruction for all, as integral part of term long Twelfth Night Shakespeare project. CPD all teaching staff.	themselves as enjoying dance (see themselves and aspire differently), children achieve high standards of dance for performance, dance as a vehicle for telling the story deepens children's understanding, appreciation of and joy in Twelfth Night and Shakespeare. Staff know new routes into dance and Shakespeare. Teacher skill set will enable us to resource higher quality provision internally in the future. As the community comes to appreciate this work more deeply we can seek increased external funding + nurturing relationships with private sector schools for venues etc.	£1775 cost for 15 days with professional dance coach Alex Wollacott £600 for hire of village hall x 15 days
Let's Explore projects (LOC = Learning Outside the classroom) for all classes throughout the school and across the year and 1st Aid in Outdoor training	All children, teaching staff and volunteers	1/ CPD for all staff in LOC learning, 2/ significantly increasing engagement in LOC (successive full days), 3/ work linked to wider curriculum & 4/ opportunities otherwise not open to all	Knowledge and skills acquired by staff inform and enhance the quality of local LOC work in coming years. Consecutive days of Learning in the woods for each class enhances breadth and depth of physical activity, Living the texts explored in the work enhances children's engagement in high quality	£1000 cost for cover for release of Forrest School trained staff, NT venue & transport where it can't be facilitated by parents & carers. £400 Cost for essentials 2 Day Outdoor First Aid training

Payout in the Street - initiative & collaboration with BANES transport, highways and education departments, the village parish Council, the community, the school and the police. Support funding for targeted individuals (securing inclusion in the widest diversity of sporting opportunity) for weeklong residential at Skern Lodge Schools	All children, staff, governors, parents and carers. Pupil Premium children and others who would not otherwise benefit from this diversity of experience as individuals and as a team.	2/ Increase engagement of all pupils in regular physical activity 1/ Increase confidence, knowledge and skills of all staff 4/ Broader and more equal experience of a range of sports and physical activities offered to all children	texts. Equal access to learning different physical skills in very different ways Volunteers are upskilled offering skilled human resource base for future work in this and other LOC work for the benefit of all. Engaging the entire community in addressing the challenge of making our streets safer for children and establish more healthy travel to school alternatives to car use with a high profile day of outdoor physical activity for all. Staff and community volunteers trained in organizing, running and policing high profile event dramatically highlighting healthy alternatives. LA say now as a proven method ... later events will cost less. Vulnerable children engage in a spectrum of physical activity that we can not provide within a school context (surfing, climbing, abseiling, tunneling, rafting, canoeing, high ropes,	£200 costs on additional hand-held playground resources (of de-minimis value on an item by item costing) for children for ployout event and later playtimes Cost supported by PTA
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Skern Lodge including transport.			coasteering, assault course etc in community with all their peers, widening their sense of personal capacity and laying foundation stones for future opportunities for healthy lives. Essential.	
Festivals and competitions, (swimming gala, cricket, netball, football) cover for staff to attend (they are great CPD).	Focus on KS2 children Staff attending	5/ Increased participation in competitive sport. 1/ Increase skills and coaching knowledge for staff attending	All children have opportunity to learn from competitive sport and sports festivals with other schools. Our staff able to take children further in coaching in school lessons.	£400 cost for cover for teacher to attend
Specialist PE Coach mentors for PE classes for teachers- CPD	Focus on teaching competitive team games and necessary skill development for teachers and all children.	1/ Increase confidence, knowledge and skills of all staff in teaching PE and sport 5/ Increased (weekly) participation in competitive sport	Quality of coaching impacts on the quality of teaching across the school with teaching skills and strategies learnt a long term resource within staff.	Cost included in the PE coaching sessions.

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
Additional Intensive Swimming lessons for targeted group of children across KS2	Children who had previously struggled at residential participated in all water sports with confidence broadening their options for sustainably healthy lives.	This changes lives and we will find a best value solution to sustaining this next year.
Two additional Specialist Coach led PE sessions each week for 2 targeted groups of children in KS2 focusing on the foundations: fine motor skills, gross motor skills, co-ordination and balance, turn taking, resilience and the principles of collaborative team play.	Children with significant SENs developed the physical and emotional capacity to take a full part in our full program of PE, sports and physical activity enhancing their emotional and physical wellbeing, their participation across the curriculum and their future life chances.	Towards the end of the year, we experimented with expanding the offer to include a group from KS1 and this was a win that we wish to expand upon next year.
15 days + of specialist dance coaching from Alex Wollacott for all classes across the school -an integral part of our whole school Twelfth Night Shakespeare project.	With significant numbers of children initially showing themselves to be reluctant we achieved over 99% engagement with many children describing the dance lessons as one of the best things about school. The final performances were widely praised by the participants and audience alike. Children now see themselves as dancers, see the power of training as troupe or team over time and the power of physical performance.	We must do all that we can to secure the funding for this in 2 years' time when we intend to work on a different Shakespeare play. A flagship event in the eyes of children and community.

Let's Explore (LOC = Learning Outside the classroom) for all classes throughout the school and across the year (cover for release of Forrest School trained staff, 2 Day Outdoor First Aid training, transport where it can't be facilitated by parents or carers.	Children engaged in texts through physical activity throughout the day for consecutive days in ways that demonstrably transformed their depth and breadth of comprehension => built upon our staff training in the Royal Shakespeare Company's Rehearsal Room Approach.	Can we fund more staff to take on the RSC training to further develop this work inside and outside the classroom.
Playout in the Street -initiative and collaboration with BANES transport, highways and education departments, the village parish Council, the community, the school and the police.	This moment of dissonance has led to plans for walking trains for children from alternative parking solutions that will extend the healthy life and establish new habits for children across our community.	We rely on governor and parent/carer support to sustain this work and the level of communication needed with all the different community bodies, political leaders and the LA. The handheld play resources added to the richness and diversity of playground activity throughout the rest of the year => to be repeated.
Festivals and competitions, (swimming gala, cricket, netball, football) cover for staff to attend (they are great CPD), transport for children where essential to secure 100% inclusivity.	Every child who participated was excited at the prospect and came back clearly inspired to try new things and to do even better in their own eyes.	We need to make this more of a focus this year to ensure that despite being a small village school outside the sphere of easy access to the events in Bath we do not miss out on any opportunities.
Support funding for targeted individuals (securing inclusion in the widest diversity of sporting opportunity) for weeklong residential Schools Skern Lodge including transport.	It was clearly a lifelong highlight and transformative in so many ways for key children that it was a privilege for those members of staff present to witness.	As a transformative experience we need to find the ways of sustaining this as a 100% participation entitlement.

In addition to the above elements that were all planned as the outcomes from our Sports Funding we also enhanced our offer by (but without use of additional funding):

Weekly Walks KS1/2 -learning Outside the Classroom in the local environment.

+

Taking our Morning Mile to an offsite venue (the village tynning)

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?	95%	<i>Despite the additional intensive swimming lesson provision one child, despite overcoming a significant visible rear of water and making excellent progress from the starting point) could not complete 25 unaided but the parent is now fully engaged in securing this objective as a result of witnessing the progress the intensive lessons secured for their child.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	85%	<i>In addition to the child above two children could only do 25m using 2 strokes.</i>

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	80%	<i>This is theoretical as we are not able to present children with the physical experience of significantly different water contexts beyond the sea and the river on our residential and the pool in lessons.</i>
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	<i>Intensive small group lessons for a focused group of children.</i>
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes	We have varied the staff attending the intensive instructions sessions to broaden its impact. We are looking at the RNLI resources as possible opportunity to enhance CPD.

Signed off by:

Head Teacher:	<i>Andrew Wishart</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Andrew Wishart</i>
Governor:	<i>Caroline Ford</i>
Date:	<i>7th July 2024</i>