



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
Pupils will develop their skills in specific sports through accessible clubs after school. Sports equipment for clubs Regular recognition of both achievement and attendance of school sports competitions Sports leaders having a voice as to what sports children have opportunity to take part in Whole school sports day	KS 2 have accessed two terms of NUFC club KS 1 have accessed one term of NUFC We have 15 girls take part in the girl's football We have introduced taster sessions of archery Breakfast club use table tennis tables children are engaging in a range of activities and are proud to share their successes. This means younger children are asking about sports such as golf and rugby. Children enjoy engaging with their 'House' group and leaders play a range of games e.g. duck duck goose, egg and spoon race, tag, dance, multi skills circuits. Parents and children have enjoyed the traditional sports day races with stickers and house points for the winners. Connection with local shop aids community engagement	Children continue to access these clubs and use the resources. Due to staffing change girl's football no longer happens. Children continue to share activities they do or hope to do and this helps us plan what we can provide. Sports leaders have shown initiative and rose to the challenge of leading small groups at lunch time. The local SPAR have supported sports day and children are developing their resilience when taking part in competitive

<p>Provide resources and coaches to support teacher's ability to plan and teach engaging lessons.</p> <p>KS1 and KS2 Children take part in Action Ants</p> <p>KS1 To take part in UDance</p> <p>Resources purchased to enable children to take part in new activities</p> <p>Girls to take part in small competitive football event</p> <p>Children will visit Culgaith for Action ants and compete against other schools in a range of activities.</p> <p>All UKS2 children have the opportunity to attend the Outdoor education trip at PGL Newby Whisk</p> <p>School puddle suits to enable children to stay dry during competitive sports.</p>	<p>Staff are more confident in delivering a range of PE, they are beginning to feel confident with gymnastics</p> <p>all children, excluding reception, have taken part in at least one session per term. They return to school 'buzzing'.</p> <p>Children thoroughly enjoyed being on the big stage and watched by many other schools too</p> <p>Children have had taster sessions with the archery sets.</p> <p>children were excited to play against other schools</p> <p>Children are more confident and showing resilience when things do not go their way.</p> <p>24 out of 32 children attended the 3 day residential to Newby Whisk. They took part in a variety of games and sports.</p> <p>All Reception and KS1 children have a waterproof puddle suit for events where they may get wet, this means they are happier to try the events and take part when the weather is poor.</p>	<p>aces.</p> <p>New staff members (ECT's) have been supported/coached and are becoming more confident to teach PE.</p> <p>Children are becoming more resilient when competing, interacting with other schools.</p> <p>A valuable experience for all involved.</p> <p>A new sport which is engaging those who do not show enthusiasm for the traditional sports.</p> <p>Continue to attend sessions and see when they can come to us in school.</p> <p>A two year activity residential</p> <p>Providing children with waterproof suits is vital in the Alston weather.</p>
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<p>For pupils to be able to receive high quality swimming tuition.</p>	<p>The progress children have made since starting with Woggle Goggle is amazing. The non-swimmers in particular.</p>	<p>Children continue to make progress, those Year 6 children who cannot yet swim 25 meters need catch up sessions.</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
<i>Continue to provide support from outside sports coaches to deliver high quality PE sessions.</i>	<i>all staff and children</i>	<i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i>	<i>Staff to shadow/be coached by more experienced staff and outside sports provider. It will support our 2 ECT staff members are more confident in their teaching of PE.</i>	<i>£7200</i>
<i>Play leaders utilize play equipment to engage children's interests at lunch and break time.</i>	<i>all children</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 in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</i>	<i>8 Year 5 and 6 children who are Vice/House Captains to take groups of children away from the main playground to take part in fun activities. New resources to be bought to replace damaged equipment.</i>	<i>£391.50</i>
<i>NUFC club</i>	<i>KS2 children two terms and KS1 children one term</i>	<i>Key indicator 3: The profile of</i>		<i>Included above</i>

		<i>PE and sport is raised across the school as a tool for whole school improvement</i>		
<i>Action Ants sessions at Culgaith</i>	<i>KS1 take part in three sessions</i> <i>Ks 2 take part in 3 sessions</i>	<i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i>	<i>Children take part in curling, Uni hockey, balance and agility courses, tri golf, javelin and shot put, water skeleton and many more activities.</i>	<i>£930</i>
<i>Balance bike training for Reception and Key stage one</i>	<i>11 Reception children and 24 Key stage one children</i>		<i>Reception and Key stage one to become confident in riding a two-wheel bike.</i>	<i>£1698.48</i>
<i>6 x Balance bikes and accessories for Reception children</i>	<i>11 reception children</i>		<i>Children will be more likely to use bikes in a safe manner.</i> <i>Reception children build core muscles in preparation for sitting during more formal teaching session.</i>	
<i>Archery Boards purchased</i>	<i>all children</i>		<i>Children will have new target boards to use with archery sets.</i>	<i>£300</i>

<i>Whole school sports day</i>	<i>all children</i>	<i>Key indicator 5: Increased participation in competitive sport.</i>	<i>Stickers for those who finish 1st 2nd or 3rd and a house cup for the winning house.</i>	<i>£20</i>
<i>Provide catch up swimming sessions for Year 6 children who cannot yet swim 25 meters.</i>	<i>9 Year six children</i>	<i>Other</i>	<p><i>Children to have 5 one-hour sessions to enable a better chance of them swimming 25 meters by the end of year 6.</i></p> <p><i>Living in an isolated area means travelling to swimming expensive and inaccessible to children from low income families. We will provide free transport to the swimming pool for all.</i></p>	<p><i>£1287.50</i></p> <p><i>£2760</i></p>
			<i>total spend</i>	<i>£14,587.48</i>

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
Continue to provide support to staff from sports coaches	2 ECT staff are confident in taking PE sessions, most children are excited to take part and are making progress in PE.	Obtain support for a more varied PE curriculum next year.
Play leaders to utilize play equipment to engage interests at lunch and break time.	More engagement in activities other than football. Resilience in new activities eg skipping is developing.	Look into playground leader training next year for UKS2 class.
Sports after school club	KS2 had 16 children at each club for 2 terms, KS1 between 4 and 10 for one term.	Look at how to engage the younger children in a sporting after school club.
Action Ants sessions at Culgaith	A great variety of activities available from Year 1 to Year 6. Mixing with other local schools and competing at some events.	Look into having need more Increased participation in competitive sport.
Balance bike training for children and purchasing balance bikes and accessories	Children from Reception through to Year 2 have learnt to use a balance bike safely and continue to practice during the school day in Reception.	Some children do not have bikes at home. Children coming into school are less able to sit for lengths of time, so accessing balance bikes has enabled core development. To further professional practice, looking into training for the class teacher next year will be of benefit.

<p>Archery boards</p>	<p>Archery target boards have been purchased to develop skill and resilience but also Mathematical development as they increase in increments of 5.</p>	<p>Children would benefit from competitive archery meets with other schools.</p>
<p>Whole school sports day</p>	<p>Children were watched by 50 plus families taking part in traditional sports day events. Resilience has improved greatly since last year, with no upset children when they didn't win a race.</p>	<p>An increase in competitive sports next year will also improve resilience.</p>
<p>Catch up swimming sessions for year 6 children who could not yet swim 25 meters.</p>	<p>9 Year 6 children had 5 one hour sessions to improve confidence and ability.</p>	<p>Looking into swimming more regularly over the year would prevent children from losing skills and confidence if they don't go with parents.</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?	69%	<i>Use this text box to give further context behind the percentage. e.g., 30% - we are struggling to get pool space due to our local pool closing so we have had to use a much smaller local school pool. We have had to limit the number of pupils attending swimming lessons during one term which means some pupils have attended fewer swimming lessons than others.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	69%	<i>Use this text box to give further context behind the percentage. e.g., Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2024</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>69%</p>	<p><i>Use this text box to give further context behind the percentage.</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>Yes/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/No</p>	

Signed off by:

Head Teacher:	 <i>Rob Dawson (Headteacher)</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Sally Hill</i> <i>Assistant Head Teacher</i>
Governor:	<i>(Name and Role)</i>
Date:	