



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 (2023/24)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Review of 2023-24

Review of Expenditure 2023/2024

The provision for PE and school sport has continued to go from strength to strength during this academic year. We are proud to have sustained the School Games Gold Award for our commitment and involvement to school PE and Sport. Our continued involvement in the 'Premier League Primary Stars' programme has enabled us to achieve many of the planned targets for our Sports Premium expenditure. Our link with Stoke City Football Club has continued to have a positive effect on our children. A number of projects have been delivered in order to achieve many of the key indicators for expenditure. These include:

Playground Leaders - Key Indicator 2

Leadership has been a key focus this year. All children in years 4 and 5 have completed the 'Playground Leaders Award'. This was an intensive 6 week course delivered at lunchtime. This involved children learning how to be a confident leader in terms of planning and delivering small PE based games to KS1 children. The children now use these skills on a rota basis during lunchtimes. They set up small games (parachute, cricket, football, dodgeball etc) while the younger children have lunch. They then deliver 30 minute 'active sessions' under the supervision of a trained TA. The main success has been the involvement of those children who may previously been classed as 'non sporty'. Evidence of this includes improvements with self esteem and social interaction.

Premier League Reading Stars - Key Indicator 3

This targeted a number of reluctant readers - generally the lowest 10% in terms of age related expectations. Weekly sessions have enthused the children by giving them access to a wide range of texts. The use of sport as a theme has ensured that children have been enthused by the content and parents have stated that they have gone home and shown a willingness to 'carry on reading for pleasure'.

Extra Curricular Activities - Key Indicator 2 and 4

Active lunchtimes have been a focus for our commitment of achieving the Government's aspirational target of all children achieving 1 hour of physical activity per day. We have also taken into consideration what the surrounding area has to offer and we have tried to broaden the opportunities available to our children. These have included:

- Golf
- Basketball
- Archery
- Girls Football
- Boys Football
- Fencing

Healthy Potters - Key Indicator 2

The project targeted our KS1 children and was a mix of active and classroom based lessons and taught the children the importance of healthy eating and exercise. Children learned about the importance of looking after their heart and also the eatwell plate.

Educational Visit - Key Indicator 3

All children went on a visit to The Britannia Stadium to experience how a professional football club is run. The 'behind the scenes' experience looked at all the different kinds of jobs people have other than being the elite sports person. All children also took part in a morning of events in the training dome led by the Stoke City coaches.

Mental Well Being - Key Indicator

Our year 3/4 children were involved with a mental well being project. It focused on being positive and how PE and Sport can contribute to this. Practical and theory lessons gave children the opportunity to look at how a positive mindset can impact results, both inside and outside the classroom.

KS2 Writing Programme - Key Indicator 3

After SATS year 6 children take part in a writing programme which requires them to write a sports themed magazine. This connection with sport (especially the Olympic Games, Cricket World Cup and European Championships) has led to some outstanding writing and knowledge around a varied number of sports.

Staff CPD - Key Indicator 1

In addition to initiatives led by Stoke City we have continued to maintain our broad and balanced curriculum. Our HLTA has received training and support in delivery of PE. Outside coaches have also worked alongside school staff.

Competitive Sport - Key Indicator 2, 4 and 5

Giving our children experience of competitive sport has been a key priority. Sports Premium has allowed us to provide transport and release staff to ensure our children have taken part in the following events during the academic year:

- Athletics
- Mixed Cricket
- Cross Country
- Tennis
- Swimming Gala
- Dodgeball
- Cricket
- Football
- Orienteering
- KS1 Indoor athletics
- KS2 Indoor Athletics
- Netball

World Book Day - Key Indicator 3

This year we chose Michael Jordan as the theme for our Book Day. We used a number of books to focus on resilience. All children took part in basketball lessons, yoga and teamwork sessions. This also linked into our house team system.

Bikeability- Key Indicator 2.4

We continued our commitment to road safety and all children in Year 5 completed the Bikeability award. We do this every year and children are taught how to stay safe while on the road.

Swimming - Key Indicator 2

All children in Year 5/6 took part in a term of swimming lessons. These 45 minute sessions were targeted at the end of key stage requirements and gives us an early indication of those who may need extra support if they are to meet the expectations.

Key priorities and Planning

This planning template will allow schools to accurately plan their spending.

Action – what are you planning to do 2024-25	Who does this action impact?	KI	Impacts and how sustainability will be achieved?	Cost linked to the action
All teaching and support staff to take part in dance training	All those who are involved with the teaching of gymnastics on the floor and apparatus understand what constitutes a safe and ‘outstanding’ gymnastics lesson where children make good progress.	1	Children will be able to work in a safe and developmental environment and develop a love of gymnastics. Local gymnastics clubs will be promoted as an exit route for those wishing to continue out of school.	£500 for external trainer to carryout twilight sessions at hub school
Take the children on an aspirational visit to a professional football environment.	Year 5 and 6 will visit Stoke City Football Club for a ground tour and sports activities in the training dome. (Tuesday 5 th December)	3	Children will be inspired by visiting a professional club. The writing opportunities will prove invaluable as a tool for progress. All children will receive 2 hours of physical activity.	£250 for transport costs (Trip included as part of the Bronze Primary Stars project)
Employ coaches to teach 1 PE lesson per week plus 1 lesson of dance and drama to each class – working alongside a TA to provide CPD	All children will receive a lesson taught by a PE specialist. More children will meet the national expectations for specific year groups and teaching staff will develop more mastery of the	1,2,4	TAs to be upskilled in teaching PE and children to be taught high quality PE and physical activity.	£2415

Every member of staff to attend two subject specific CPD courses to improve confidence levels and knowledge of the PE curriculum	curriculum. All children	1	All staff will have increased confidence when teaching the PE curriculum. Delivery of lessons will be rated good or above during observations.	£1500 for 3 staff to attend 2 courses each
Stoke City to deliver a Bronze Package of the Primary Stars programme	Health Potters (KS1) Playground Leaders (Year 5) Minority Sports Curriculum Day (Whole School) Reading Stars (reluctant readers) English Programme (Year 5 and 6 Writing and SCFC media centre visit)	2,3,4	Our links with SCFC have been in place for several years. The coaches are outstanding practitioners and our less confident staff have benefited tremendously from being involved with each unit of learning (both practical and classroom based)	£1500 to buy in the services of Stoke City
Deliver a structured Inter MAT festival calendar.	All children across the 5 schools in the Trust	5	More children will have the experience of representing the school and taking part in competitive sport. Calendar to include football, tag rugby, netball, cross country, boccia and athletics	£1500 for medals, equipment, transport, supply cover and certificates.
Ensure each child is receiving at least 2 hours of curriculum PE with a further 3	Whole School	2	Children will become fitter. Teaching will cater for all learning styles and will move us towards our target of 1-hour physical activity per day.	£500 for subscription to Teach Active £1000 to resource break and

<p>hours physical activity. To include:</p> <ul style="list-style-type: none"> ○ Daily Mile ○ Active Math's ○ Active Literacy ○ Weekly Forest School ○ Structured Breaktime/Lunchtime led by Playground Leaders 				<p>lunchtimes</p> <p>£1000 for equipment for active lunch time and breaktimes.</p>
<p>Specialist PE teacher employed to coordinate PE across the MAT. To include 1 day per term in each school to support planning, lesson observations, assessment etc.</p>	<p>All staff</p>	<p>1</p>	<p>All staff will be observed and be set developmental targets to ensure we are moving towards all lessons being outstanding. Outside coaches will be moderated and quality assured. The coordination of PE will include both curricular and extra-curricular responsibility.</p>	<p>£3000 to cover supply costs.</p>
<p>High levels of after school provision for physical activity will be sustained</p>	<p>All Children (particular focus on girls and less sporty)</p>	<p>2</p>	<p>Children will be targeted through pupil voice.</p>	<p>£1000 for coaches to deliver high quality after school provision.</p>
<p>An active PSHE</p>	<p>To embed a PSHE scheme that incorporates the health and</p>	<p>2</p>	<p>Children take part in 'active' PSHE lessons rather than the traditional</p>	<p>£405</p>

<p>scheme to be used across the key stages.</p>	<p>well-being of children while contributing to our 30 minute daily physical activity target. A focus to be on the physical warm up activities.</p> <p>A common and progressive scheme of work is implemented for PSHE. Curriculum aims are being met and staff to receive training to ensure confidence in delivery.</p>		<p>passive approach. Children taught importance of healthy lifestyles and the links to health and well-being. Class 1 are inspired by involvement of professional football club.</p>	
<p>Opportunities for physical activities are increased with the use of the forest school area.</p>	<p>Forest School is provided for all children on a rota basis. Range of OAA requirements are met. Families are invited to share in the experiences (termly). Each year group to continue to access Forest school each week.</p>	<p>1</p>	<p>Multi-sensory opportunities help improve concentration and the motivation to learn. Self-confidence, independence, reduced anxiety, improve resilience and concentration.</p>	<p>£2000 for resources and developmental training and release time</p>

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
See 2023-24 review above		

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?	77%	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.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	77%	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

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>66%</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>No</p>	<p>45 minute lessons each week instead of the traditional 30 minutes.</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>	<p>We employ trained swimming instructors.</p>

Signed off by:

Head Teacher:	<i>(Name)</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>(Name and Job Title)</i>
Governor:	<i>(Name and Role)</i>
Date:	