



# 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  |
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| <p><b>For a full review of last year's spend and impact please see previous years sports premium document.</b></p>   |   |   |
| <p>At St Joseph's we have the intention that all pupils participate and engage within regular physical activity.</p> | <p>The children all recognise that it is important to be 'fit for life' and there has been an improvement in the children's physical and mental well-being.</p> <p>Children recognise the importance of exercise to stimulate their bodies ready to engage in learning.</p> | <p>At St Joseph's all children enjoy participating in PE and understand the positive impacts it can have on their physical and mental well-being.</p> |
| <p>Develop additional opportunities for exercise within the curriculum</p>   | <p>Children can independently access provision in all weathers safely.</p>  | <p>There are lots of additional opportunities for exercise within the curriculum and this is</p>  |

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| <p>As a school we intend on working towards maintaining Gold within the School Games Mark</p> <p>All pupils to recognise the importance of daily physical activity and be actively involved with peers to complete at least 30 minutes of physical exercise daily.</p> | <p>Disadvantaged children in EY and KS1 are taught skills of using balance bikes to develop balance, physical strength and agility during lunchtime club.</p> <p>KS1 and KS2 lunchtime clubs to encourage less active children to engage in multi sports activities.</p> <p>100% of pupils in Year3-6 have participated in weekly sports afternoons.</p> <p>Children to engage in lessons and increased learning taking place.</p> <p>Raise in physical activity throughout the week.</p> <p>Application for Games Mark has been submitted in Summer 2023 and gold has been awarded.</p> <p>The pupils have benefitted from a specialist PE teacher who delivers excellent PE lessons to all KS2 classes.</p> <p>The children are all actively engaged in timetabled activity across the week and recognise the benefits exercise has on their minds and bodies.</p> <p>Duty staff to oversee games as part of the children to encourage the children to be active</p> | <p>something that we will continue at St Joseph's.</p> <p>Gold was award last year and has been awarded again for 23-24 and we will work towards getting Platinum in the upcoming years.</p> <p>We now have 2 specialist PE teachers who actively involve all children in physical exercise in lessons. Staff still continue to over see games and the Sport Leaders do a great job at leading games during lunch and play times.</p> |
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| <p>All children have the opportunity to engage in quality P.E. activities</p> <p>To instill a love of sport and physical activity.</p> <p>Children's PE and sporting achievements to be celebrated.</p> <p>Staff CPD sessions delivered by the PE lead in school led meetings and externally through the School Sports Partnership.</p> | <p>Positive attitude towards health and wellbeing.</p> <p>Increased confidence in leading sporting activities.</p> <p>Sports Leaders providing opportunities during playtimes.</p> <p>Providing opportunity to experience a range of sporting activities.</p> <p>Facebook updates and children's achievements shown.</p> <p>Display board kept updates with current achievements and competitions in school maintaining a high profile.</p> <p>All staff have increased knowledge to ensure they are delivering high quality PE lessons.</p> <p>PE lead ensures that the subject has a high profile and all teachers are aware of accountability regarding PE delivery, skills, knowledge and progress.</p> | <p>All children at St Joseph's have the opportunity to engage in quality PE activities. Whether this is in PE lessons, lunch and play time led activities or extra-curricular clubs after school.</p> <p>All children's achievements are celebrated. The children particularly enjoy bringing in their sports medals and trophies in to show and tell everyone about their achievements.</p> <p>Staff CPD sessions are still regularly delivered and staff find these useful.</p> |
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| <p>Teachers and TA's to engage in CPD in PE lessons delivered by PE specialist teacher and sports coach.</p> <p>Embed staff confidence in following new curriculum overview and progression of skills document.</p> <p>Implementation of the new PE scheme 'Getset4PE'</p> <p>Teaching staff to complete an audit on skills and CPD requirements.</p> <p>PE Subject Leader to monitor planning; assessment; pupil-voice; environment and carry out observations.</p> <p>Maintain and purchase new PE equipment to ensure that enough high-quality equipment</p> | <p>Raise in attainment of children</p> <p>Staff upskilled in areas of the PE curriculum.</p> <p>Staff are confident that they are delivering outstanding PE lessons to all children with appropriate support and challenge to cover and enhance all skills.</p> <p>Increased staff confidence in the delivery of outstanding PE.</p> <p>Increased confidence of outstanding lessons through a supportive network.</p> <p>Subject leaders ensure that all PE delivery is at least good and usually outstanding.</p> <p>Subject leader identify where additional CPD is required if necessary.</p> <p>Relevant equipment is in good condition and easy to locate so that staff can deliver outstanding lessons.</p> | <p>All staff engage in CPD sessions delivered by PE specialist teacher and sports coach.</p> <p>All staff are confident in the new curriculum overview and have delivered good PE sessions throughout the year.</p> <p>Monitoring is still completed by the PE Lead and is acted upon.</p> <p>PE orders for equipment have been completed throughout the year to ensure the children have good quality equipment for PE lessons and play</p> |
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| <p>Staff to feel confident that they are delivering outstanding PE lessons.</p> <p>Engage in local sports.</p>   | <p>Increased confidence in the delivery of outstanding lessons.</p> <p>Develop mental wellbeing and confidence whilst learning through movement outside.</p> <p>Facebook posts to promote inclusiveness.</p> <p>Children given the opportunity to be part of local clubs outside of school.</p> | <p>times.</p> <p>Staff are all confident in delivering outstanding new PE lessons and if they need help they are supported by the PE lead and sports coaches.</p> <p>As a school we always engage in local sports and the children love participating in this opportunities.</p> |
| <p>Continue to offer a wide range of activities within and outside the curriculum to give children the opportunity to try all different types of sports.</p> | <p>Children receive outstanding PE provision and make excellent progress, meeting and in some cases exceeding age related expectations.</p> <p>At least 50% of Key Stage 1 and 60% of Key Stage 2 children to participate in at least one sporting club per week.</p>                           | <p>A wide range of activities is always provided to the children and these benefit the children in many ways.</p>  |
| <p>Increase pupil participation in competitive sport.</p> <p>Raises the profile of PE across the school.</p>   | <p>Increased pupil participation, teamwork and sportsmanship.</p> <p>To understand the challenges of competing against themselves and others.</p>   | <p>Lots of children participate in competitive sport and flourish from these opportunities.</p>  |

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| <p>Continue to offer a wide range of competitive opportunities within school time for all ages of pupils. This is particularly important for our disadvantaged pupils who may not have an opportunity to participate in competitive sport outside of school</p> | <p>To increase confidence.</p> <p>To experience a wide range of competitions.</p> <p>To enable more children to compete against children to equal talent.</p> <p>Talented children have the opportunity to take part in competitions.</p> <p>Different children have opportunities to take part in competitions due to the wide variety of sports offered eg. Football, gymnastics and golf.</p> | <p>Lots of competitive opportunities are provided inside and outside the school.</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   |
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| <p>Provide additional equipment for children to use during playtime and lunchtime.</p> | <p>Lunchtime supervisors, teaching staff and sport coaches – as they need the equipment to lead their lessons and activities.</p> <p>Sport Leaders – so they have more equipment to support them when delivering sessions.</p> <p>Pupils – As it helps the pupils to be more engaged and active during playtimes and lunchtimes.</p> | <p>Key indicator 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>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <p>Key indicator 5: Increased participation competitive sport</p> | <p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</p> | <p>£5762 costs for additional equipment to support lunchtime and playtime sessions.</p> |
| <p>Stockton School Partnership</p>   | <p>This impacts the children as they are given opportunities to engage in extra sporting activities outside of school. The children can attend sport festivals to increase</p>   | <p>Key indicator 1 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all</p>   | <p>Children are able to have more sporting opportunities. This therefore, increases their</p>                                  | <p>£2366</p>  |

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| <p>PE specialist teachers</p> | <p>participation in physical activity and inter and intra competitions to use the skill they have learned in a game.</p> <p>This impacts the PE lead as they are given CPD sessions and support throughout the year to ensure high quality PE is provided at their school.</p> <p>This impacts the children as they are receiving high quality PE lessons. This impacts the staff as they are able to observe high quality teaching and this will then enhance their practice.</p> | <p>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.</p> <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 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>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <p>Key indicator 5: Increased</p> | <p>physical activity, participation and confidence.</p> <p>As the PE lead engages in numerous CPD sessions, these can enhance the PE Leads knowledge around the curriculum.</p> <p>This impacts the delivery of teaching across the school.</p> | <p>£6000</p> |
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| Coaches for the competitions | This impacts the children as they're able to attend the SSP festivals and competitions.   | <p>participation competitive sport</p> <p>Key indicator 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>Key Indicator 3: Increased confidence, knowledge and skills of all staff in PE and Sport.</p> <p>Key indicator 5: Increased participation in competitive sport</p> | This allows for increased participation in competitive sport. This, also increases teamwork, sportsmanship and the children's confidence.                   | £1290 |
| GETSET4PE                    | Having the 'Getset4PE' programme implemented across the school impacts the staff and the children. Staff, because they are supported in delivering high quality PE lessons and the having the scheme helps increase staff confidence in delivering PE sessions. The children are impacted because they are receiving high quality PE lessons. | <p>Key indicator 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>Key indicator 2: The profile of PESSPA being raised across the</p>  | Staff are confident that they are delivering outstanding PE lessons to all children with appropriate support and challenge to cover and enhance all skills. | £550  |

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| Swimming | This impacts the children as it helps them to gain water confidence and helps them to learn how to be safe in the water.   | <p>school as a tool for whole school improvement</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <p>Key indicator 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>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> | The children build up their skills and confidence in the water.                           | £3604 |
| Medals   | The children are impacted because they are able to feel a sense of pride and recognise that their sporting achievements. As well as this the children regularly bring in certificates and medals which they have received outside of school so they can be celebrated too. | Key Indicator 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 in school. Having the medals encourages children to take part in competitions and the  | Children feel proud and this has a positive impact on their mental health and well-being. | £64   |

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|  |  | <p>display boards show evidence of children taking part in extracurricular activities and competitions.</p> <p>Key Indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.</p> <p>The children are encouraged and rewarded for taking part in competitions and representing the school.</p> |  |  |
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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  |
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| Replenished the equipment   | <p>Having the equipment replenished has ensured that the pupils are meeting their daily physical activity goals and more pupils are encouraged to take part in PE and Sport Activities.</p> <p>Having new equipment has also impacted our Sport Leaders as they have access to a range of equipment in which they can use when delivering their sessions.</p> <p>From having a new range of equipment available to the children, we have also recognised that the less active children are more active.</p> <p>The new equipment has also ensured that staff can teach high quality PE lessons.</p> | <p>The children have enjoyed have a new selection of equipment to use during their playtimes and lunchtimes.</p> <p>More equipment will be ordered next year to replace any pieces that have suffered any signs of wear and tear.</p>   |
| Stockton School Partnership | <p>From taking part in the 'Stockton School Partnership' the children have been able to participate in more sporting opportunities. As a result, we have seen an increase in physical activity, participation and confidence.</p> <p>The SSP has supported the PE lead well throughout</p>  | <p>The children have enjoyed attending the SSP sporting festivals and competitions. From these extra sporting opportunities, the children have learned how to show self-belief, confidence and resilience. Therefore, the events have not only helped the children increase their physical activity and sporting ability.</p> |

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|                                  | <p>the year, increasing her confidence with the curriculum and has helped to implement extra strategies to increase physical activity across the school.</p>  | <p>As a school, the SSP events are something that all year groups look forward to and we look forward to working alongside the SSP again next year.</p>   |
| <p>PE Specialist Teachers</p>    | <p>Having PE specialist teachers in school twice a week helps increase staff's confidence with teaching PE. The PE specialist teachers also impacts the staff's knowledge and expertise, as they often deliver CPD sessions to all the staff.</p>   | <p>The PE specialist teachers are a great addition to our school and the children and staff both look forward to working with them again next year.</p>   |
| <p>Coaches to the SSP events</p> | <p>Having PE specialist teachers also impacts the children as it ensures they are receiving high quality PE lessons.<br/>Getting the coaches to the SSP events has increased participation in competitive sport. In addition, being able to travel to the events has allowed the children to engage in a range of sports and activities which has helped their teamwork skills, sportsmanship and confidence.</p> | <p>The children at St Joseph's love attending the SSP sporting events and competitions and it is something they always look forward to. It has been lovely to see the children be more active and see their confidence in physical activity grow.</p> |
| <p>GETSET4PE</p>                 | <p>Implementing the 'GETSET4PE' scheme has ensured that staff are confident that they are delivering outstanding PE lessons to all children with appropriate support and challenge to cover</p>   | <p>GETSET4PE is a scheme that has now been implemented at St Joseph's for 2 years. The staff find the scheme easy to use and like how the</p>   |

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| Swimming | <p>and enhance all skills.</p> <p>The swimming sessions that the children attended this year have impacted on their confidence in the water and have helped them to learn a lifesaving skill.</p>   | <p>scheme allows for progression, so we intend on using this scheme again next year.</p> <p>Children from Y3-Y6 have attended at least 1 swimming session this year. Children in Y1&amp;2 had the local swimming company come in and delivered a water safety session. All children at St Joseph's enjoy their swimming sessions and understand that it is a very important skill to learn.</p> |
| Medals   | <p>At St Joseph's we like to award the children who have represented the school in a SSP with a medal. This therefore has impacted the children as they have felt proud of their achievements. This also has a positive impact on their mental health and well-being as they felt like their achievements have been recognised.</p> | <p>The children feel a great sense of pride when receiving their medals. Despite all the children who represent the school being awarded for their achievements, we make it clear that it is all about taking part and having fun when attending an SSP competition.</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><br><u>Relative to local challenges</u>   |
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| What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?        | 76%                    | <i>This year, our percentage of Y6 children who can competently, confidently and proficiently has decreased by 12%. This is a result of having a cohort with regular absence and there are more children within this year's cohort who are not taken swimming by the parents and guardians.</i> |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? | 0%                     | <i>This year, we have seen a decrease in the number of children who can use a range of strokes effectively. This is because this year, this year the children have been much less confident in the water and have only grasped some of the swimming styles, not them all.</i>                   |
| What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?                        | This is not completed. | <i>This is not offered by our swimming instructors.</i>   |

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| <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><i>Our Y6 children, go swimming twice during KS2 and again in Y6, If they have been unsuccessful achieving their 25 meters in their previous swimming sessions.</i></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><i>No, staff don't teach swimming, but the sessions are delivered by professionals who have had lots of CPD.</i></p>  |

Signed off by:

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| Acting Head Teacher:   | Angela Birrell                     |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | Lucy Davis (PE Lead)               |
| Governor:  | Julia Douglas (Chair of governors) |
| Date:  | 15.07.24                           |