



The Primary PE and sport premium

Planning, reporting and
evaluating website tool



Updated September 2023

Commissioned by



Department
for Education

Created by



Evidencing the Impact
of the
Sport and PE Premium 2023-24

This template can be used for multiple purposes:

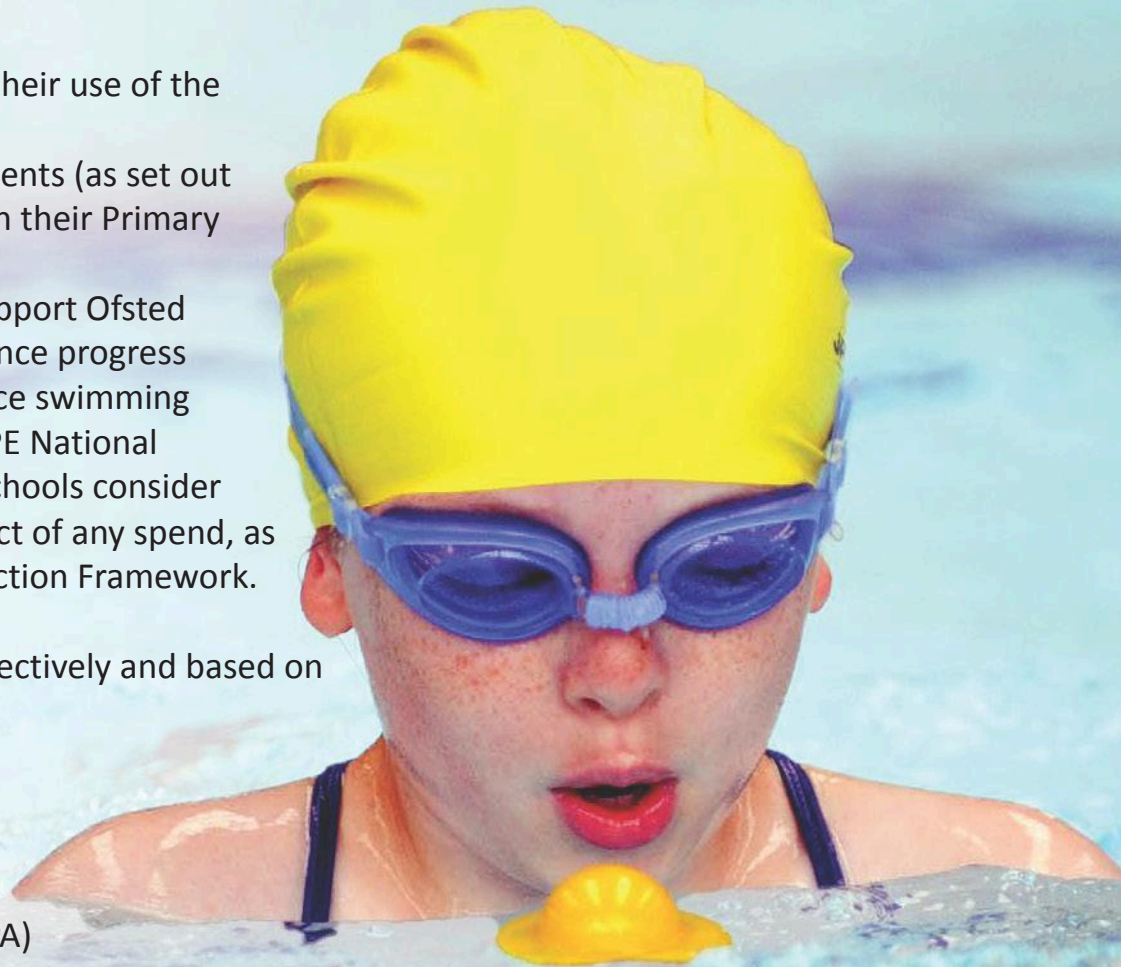
- It enables schools to effectively plan their use of the Primary PE and sport premium
- It helps schools to meet the requirements (as set out in guidance) to publish information on their Primary PE and sport premium
- It will be an effective document to support Ofsted inspections enabling schools to 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 and PE sport guidance outlines 5 key priorities that the 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
Edstart coaching to support the development of gymnastics and dance – plans developed alongside PE lead.	Increased staff confidence in the teaching of gymnastics and dance. Bank of ideas to support children creating sequences and routines Teaching assistant completed Edstart course to further support the delivering of the PE curriculum.	This year it has allowed us to get expert instruction and technique and training and progression.

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>CPD – Edstart to support and upskill teachers in dance and gymnastics.</p> <p>Equipment to support the sessions.</p> <p>Manchester City to support EYFS</p> <p>Imoves as a supplementing resource to help with ideas and lesson structure.</p>	<p>Teaching staff, coaches who deliver CPD.</p> <p>pupils – as this will impact how and what they learn.</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p>	<p>Resources to introduce new activities within the PE curriculum so that rhythmic gymnastics can be taught effectively.</p> <p>Lesson plans, structure and support in place so that staff can deliver these sessions confidently.</p> <p>Children to be confident in the basic and fundamental movements as a baseline to improve their performances.</p>	<p>Edstart £5,280</p> <p>Dance ribbons £61:80</p> <p>Imoves / Dance notes £500</p>

<ol style="list-style-type: none"> 1. Active Breaktimes 2. After-school clubs 3. Active dinnertimes 	<p>Children and staff as behaviour will improve the more involved children are during their breaktimes.</p>	<p>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.</p>	<p>Children know how to keep active and are provided with opportunities to develop their hobbies through after-school clubs.</p>	<p>Resources to replenish throughout the year. £2000</p>
<ol style="list-style-type: none"> 1. Displays, X(twitter), Instagram to show sporting achievements 	<p>Staff who see how their club has made the pupils feel and the support and hype given to the children who try their best.</p> <p>Children who see across the different medias the activities they have been involved in.</p> <p>Parents/ guardians</p>	<p>Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Children recognize the importance of physical activity and see pupils who have achieved to inspire them. They see that sporting achievements and effort is celebrated to give them motivation to strive and try their best.</p>	<p>Staff hours</p>

<ol style="list-style-type: none"> 1. Events to promote 2024 Olympics – including breakdance and skateboarding . 2. Bouncy Boots 3. Freddie Fit 4. Orienteering day – KS2 (3 and 4) 5. Support children to enable them to go Ghyll Head 	<p>Staff and children – to promote, inspire and become more confident at participating or delivering. Coaches and parents</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Diverse physical skills, encourages regular physical activity, variety appeals to different interests, boosts mental health and improves social skills. This promotes lifelong physical activity alongside the development of teamwork and social skills that will help the children throughout their lives.</p>	<p>Breakdance - £500 -Y4,5 and 6 Orienteering - £500 -Y3/4 £600 - for lesson portal Graystone – £900 Y6 (plus transport) Freddie Fit £400 EYFS/KS1 Squash – 5 – 7pm Ghyll Head support £2056</p>
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<ol style="list-style-type: none"> 1. Continue to be part of Team Manchester to access their competition calendar. 2. Arrange athletic development days to improve personal results 3. Host sports day against parallel year groups 4. Arrange competitions with nearby schools 	<p>Pupils, teachers, coaches, parents, school and wider community.</p>	<p>Key indicator 5: Increased participation in competitive sport.</p>	<p>Helps create healthy habits, resilience, high fitness levels, stronger peer relationships, collaboration and communication, improves sportsmanship and fair play.</p> <p>This in turn helps foster a growth mindset and develops leadership and responsibilities.</p>	<p>Transport/overtime for staff members</p> <p>Arena hire</p> <p>Team Mcr membership (£900)</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
<ul style="list-style-type: none"> ● Opportunities to participate in a number of Olympic sports (skateboarding, trampolining, bouldering and breakdancing) ● Athletic development days for KS1 and 2 – opportunities to access high quality stadiums. ● Freddy fitness sessions (KS1) ● Live sport opportunities (squash) ● Sports leader clubs – year 5 supporting year 2/3 children. ● Family mile mornings ● Boys’ and Girls’ football competitions ● Competitions in rugby, athletics, tennis, hockey throughout the year 	<ul style="list-style-type: none"> ● This allowed children to try out new sports to them in order to inspire and provide new ways to stay active catering for different interests. ● Gave children the opportunity to use world class facilities, improve their fitness and compete in a range of different activities. We saw increased confidence and determination from the children. ● Creates healthy habits and lifestyle choices ● Provides children with role models and motivation to participate in sports and increases knowledge of the game ● Opportunities to improve organizational skills, enhanced self esteem and self-work and social and communication skills. ● Building family and school relationships alongside healthy habits ● Inspire and aspire and promotes a healthy, active, and engaged student body, with benefits that extend well beyond school life. 	<p>Overall, all the opportunities given to the children help to contribute to a healthier, more connected, and engaged society.</p> <p>With a diverse opportunity it has help connect those who do not want to go down the team sports or competitive sport route – providing them with a range of physical activities to help foster and develop a healthy lifestyle.</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?	84%	Year 5 and 6 cohort given top up sessions for a term – more sessions would have resulted in an even higher percentage.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	62%	Cohort took longer to become secure in initial stroke therefore had less time to master a range.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>63%</p>	<p>Children in year 5 and 6 who did not complete the curriculum expectations, were given top up session for a term – more children would likely have achieved if given the full academic year as additional sessions.</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>Laura Wordsworth</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Rochelle Walker-Daniels PE Coordinator</i>
Governor:	<i>(Name and Role)</i>
Date:	Sept 2024