



# 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
<ul style="list-style-type: none"> <li>• Sherbourne Movement Training – 20 members of staff trained. Staff chosen across the Cedar Pathway for learners with PMLD.</li> <li>• Inclusive Sport have been leading PE Enrichment activities weekly to 2 classes per week.</li> <li>• Climbing Wall opportunities for students across all year groups.</li> <li>• Cycling opportunities including balance ability.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff have started using Sherbourne to support PE lessons with students. Staff have been passing over some of their knowledge of Sherbourne to other teachers within the class.</li> <li>• Students have chosen good levels of engagement within the session's developing fine and gross motor skills.</li> <li>• Students have enjoyed taking part in climbing, developing core strength.</li> <li>• Students have been taking part in balance ability with trained staff. Students have shown a good level of cycling skills to develop Bike ability in secondary.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff utilize this within lessons to support movement with students that have PMLD. Staff use this during physical and sensory target-based learning to develop body movements.</li> <li>• Inclusive Sport to continue to lead sessions weekly, giving regular feedback to Tom to develop engagement.</li> <li>• Students have enjoyed climbing up the wall, playing various games to move across the wall.</li> <li>• Students have utilized the balance ability bikes well. New resources to purchase.</li> </ul>

## 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><i>Introduce PE Enrichment activities for all pupils.</i></p> <p><i>Students to attend City Boxing sessions to develop physical fitness.</i></p>	<p><i>Teaching staff and PE Coaches, pupils will take part in the sessions.</i></p> <p><i>George to organize class to attend boxing weekly.</i></p>	<p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching and PE.</i></p> <p><i>Key Indicator 2 : Engagement of all pupils in regular physical activity</i></p> <p><i>Key Indicator 4: Broader experience of a range of sports and activities offered to all.</i></p> <p><i>Key Indicator 5 : Increased participation in competitive sport</i></p>	<p>More pupils engaging in a range of different activities that are offered.</p> <p>Staff feel confident leading a range of activities, developing ideas with other teachers.</p> <p>Develop more enrichment activities and opportunities for students.</p>	<p><b>1 session @ £80 x 38 = £3040</b></p>
<p><i>Book a refresher course for staff within Rebound Therapy.</i></p>	<p><i>Teaching staff, Rebound Therapy trained staff and pupils on the Cedar Pathway taking part in the sessions.</i></p>	<p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching and PE.</i></p> <p><i>Key Indicator 3: The profile of PE (physical education) and sport is raised across the</i></p>	<p>Staff continue to develop knowledge around Rebound Therapy for students on the Cedar and Beech pathway.</p> <p>Staff across the school</p>	<p><b>5 x £282 = £1410</b></p> <p><b>6 x £160 = £960</b></p>

		<p><i>school as a tool for whole school improvement.</i></p> <p><i>Key Indicator 4: Broader experience of a range of sports and activities offered to all.</i></p>	<p>trained in Rebound Therapy have the time to offer one each other ideas on how to lead sessions and encourage high levels of engagement.</p>	
<p><i>To book Forest School leaders on a Forest School Literacy Course.</i></p>	<p><i>Forest School lead staff (Simon, Alexis, Kelly, Nigel)</i></p>	<p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching and PE.</i></p> <p><i>Key Indicator 3: The profile of PE (physical education) and sport is raised across the school as a tool for whole school improvement.</i></p>	<p>Development within the Forest School offer. Enhancing opportunities for cross curricula opportunities when at the Forest School sites.</p> <p>Staff to utilize techniques learnt within Forest School sessions to enhance students literacy skills/</p>	<p><b>4 x £120 = £480</b></p>
<p><i>To book teachers on their Level 2 Swimming Teacher course.</i></p>	<p><i>Teachers CPD and all students taking part at Heron swimming sessions.</i></p>	<p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching and PE.</i></p> <p><i>Key Indicator 3: The profile of PE (physical education) and sport is raised across the school as a tool for whole school improvement.</i></p>	<p>Staff will be able to use adapted techniques learnt within school to teach swimming.</p> <p>Staff will be able to pass on ideas and techniques to teach students from our</p>	<p><b>Due to lack of courses and staff constraints, staff have not completed their swimming qualifications.</b></p>

		<i>Key Indicator 4: Broader experience of a range of sports and activities offered to all.</i>	school, to swimming pool coaches from Heron.	
<p><i>To complete canoeing course and become competent on the water.</i></p> <p><i>To utilize a qualified Paddlesport instructor to offer technical advice and guidance within sessions.</i></p> <p><i>To purchase safety equipment used when canoeing.</i></p>	<p><i>Alexis, Nigel and Matt to complete canoeing course at Seapoint Canoe Centre. Students will take part during the summer terms.</i></p> <p><i>Matt to contact Ash Clare from Seapoint Canoe Centre to support sessions and give guidance on operating procedures.</i></p> <p><i>Alexis / Nigel to audit equipment and Matt to purchase required equipment.</i></p>	<p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching and PE.</i></p> <p><i>Key Indicator 2 : Engagement of all pupils in regular physical activity</i></p>	<p>Staff will be able to take students canoeing in the local river to develop water skills and confidence.</p> <p>Students to develop lots of Outdoor skills when in the canoes including team work, communication, fine and gross motor skills.</p> <p>Students will be motivated to engage in activities as they are new and exciting. This could improve behaviour and enthusiasm within PE.</p>	<p><b>£0 Schools Training and CPD Budget used.</b></p> <p><b>3 sessions @ £120 = £360</b></p> <p><b>Equipment purchase from Escape Water Sports = £998.29</b></p>
<i>To employ a PE coach to take students to tournaments and sports competitions.</i>	<i>George to lead groups at tournaments within the Kent School Games and KSENT meetings. Students to participate in competitions with other schools.</i>	<p><i>Key Indicator 2 : Engagement of all pupils in regular physical activity</i></p> <p><i>Key Indicator 5 : Increased participation in competitive</i></p>	Students will be able to participate in activities against other schools to show off amazing skills in different sports.	<b>£8611.71 towards UQT / Qualified Sports Coach</b>

		<i>sport</i>	Students to be able to represent the school and win matches / competitions for the school.	
<p><i>To fund a Cycle Bike Maintenance Course for staff to lead balance ability and bike ability.</i></p> <p><i>To complete the Balanceability training course online.</i></p>	<p><i>Nigel to complete a cycle maintenance course and lead bike ability sessions. Students will take part in cycling lessons.</i></p> <p><i>Nigel to complete the Balanceability online course.</i></p>	<p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching and PE.</i></p> <p><i>Key Indicator 4: Broader experience of a range of sports and activities offered to all.</i></p>	<p>Students to be able to take part in the bike ability cycle scheme to develop cycling skills.</p> <p>Staff to pass on skills learnt on the course to other staff when leading cycling sessions.</p> <p>Students to develop bike confidence to use when outside of school.</p>	<p><b>1 x £1350 for Level 2 Bike Maintenance course.</b></p> <p><b>1 x £110 for balanceability course.</b></p> <p><b>TOTAL</b> <b>£17,320</b></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
1. Introduce PE Enrichment activities for all pupils.	Students have been taking part in 1 PE Enrichment activity per week developing a range of Physical skills, turn taking in addition to fine and gross motor skills. Students have been offered a range of different sports, giving them greater opportunities.	Staff have enjoyed teaching a range of different activities to students and have offered advice on other sports that they would like to be trained in. These include Kin Ball, Yoga, Dance. Staff would like to take students to a play centre such as The Big Fun House for PE.
2. Students attend City Boxing sessions to develop physical fitness.	Students have attended boxing sessions for 1 hour once a week to develop fitness through fun activities. Students have enjoyed going to the local gym and being in a boxing ring.	Students have loved Boxing and want it to continue next year. The satellite classes have asked if they can do boxing too.
3. Book a refresher course for staff within Rebound Therapy.	Rebound is a vital part of our PMLD provision and continues to benefit students physical movement and manipulation of body parts to enable students to come out of their wheelchairs and onto the trampoline. ALL students on the Cedar Pathway have a Rebound session weekly with a trained teacher.	Staff have attended training and would like a locked cupboard to keep all relevant Rebound equipment so that it remains in good condition.
4. To book Forest School leaders on a Forest School Literacy Course.	Forest School leads have been able to utilize literacy concepts within their sessions weekly to create cross curricula lessons for the students.	Staff have utilized the training with sessions but have had lots of students wanting to forage in the woods, so I will be looking into a foraging course.
5. To book teachers on their Level 2 Swimming Teacher course.	Students between years 1-6 have termly swimming sessions led by trained teachers to enhance their water confidence and swimming techniques.	Due to lack of courses, staff were unable to complete the swimming qualifications and therefore this will be looked at next year as a priority.
6. To complete canoeing course and become competent on the water. To utilize a qualified Paddlesport instructor to offer technical advice and guidance within sessions. To purchase safety equipment used when canoeing.	Canoeing Instructors have led two successful canoeing sessions for students at Grove Ferry on the river. Students were extremely happy and enjoyed the day. Ash Clare (Technical Advisor) was very happy with our sessions and has given us feedback on what we need to purchase next to ensure the sessions	Canoeing was a great success and students showed great enjoyment, asking when the next time they will be doing it would be. We will be ensuring a full program of canoeing in terms 4/5/6 next year.



<p>7. To employ a PE coach to take students to tournaments and sports competitions.</p>	<p>are safe and enjoyable for our students. George has taken students from a range of different classes to sporting fixtures against other SEN schools in the local area. He has taken students to Kent School Games tournaments, winning competitions and gaining high level of praise from class teachers!</p>	<p>George has led Primary PE Enrichment sessions where students have accessed activities outside of the classroom. He has taken students to Kent School Games competitions and has started PE Enrichment planning for September involving other teachers.</p>
<p>8. To fund a Cycle Bike Maintenance Course for staff to lead balance ability and bike ability.</p>	<p>Nigel has completed his Bike Maintenance course and has been ensuring the bikes are fully maintained and able to be used within sessions. Students really enjoy taking part in Bike Club on a Friday afternoon with some of the secondary students supporting with some bike maintenance whilst the primary students cycle around the playground.</p>	<p>Nigel has been taking students out of class to take part in bike club and access balanceability sessions. When he returns in December, he will be planning to run more balanceability sessions with students.</p>
<p>9. To complete the Balanceability training course online.</p>	<p>Nigel has completed his balanceability course and taken 3 sessions with the students in primary. He is factoring in balanceability within his timetable and will ensure students across classes will have the opportunity to take part next year.</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?	25 %      6 /24	<i>Students have a range of needs due to having an EHCP. Students develop at a much slower pace and therefore need lots of repetition of skills and techniques to master these skills. Students have regular swimming lessons to develop their confidence when in the water and enhance their swimming.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	21 %      5 /24	<i>Students have a range of needs due to having an EHCP. Students develop at a much slower pace and therefore need lots of repetition of skills and techniques to master these skills. Students have regular swimming lessons to develop their confidence when in the water and enhance their swimming.</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>0 %    0 /24</p>	<p><i>Students have a range of needs due to having an EHCP. Students develop at a much slower pace and therefore need lots of repetition of skills and techniques to master these skills. Students have regular swimming lessons to develop their confidence when in the water and enhance their swimming.</i></p> <p><i>Students are therefore unable to develop self-rescue techniques and need adult support when in the water.</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>Richard Dalton</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Matt Harris – PE Coordinator</i>
Governor:	<i>Nigel Wootten – Chair of Governors</i>
Date:	