



# The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2024

Commissioned by



Department  
for Education

Created by



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.

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.

### Number of Pupils and PE and Sports Premium Allocation

Total number of pupils on role	80
Amount of Sports Premium Grant Allocated for 2024-2025	£16, 730
Anticipated Spend	£17,625

### Review of last year's spend and key achievements (2023/2024)

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

Activity/Action	Impact	Comments
Facilitating and paying for Bikeability sessions for all pupils in Years 5 and 6. Key Indicators 1, 2 and 4	Children developed safer cycling skills and road awareness improving their gross motor and balance skills. Children are able to cycle safely and are confident to use their bikes during leisure time. All participating pupils successfully passed their Level 1 or 2 training.	With the rural nature of the school's catchment area safer cycling is essential. Money to be allocated in future years to sustain this input.

<p>Broader experience of a range of sports and activities offered to all pupils. Key Indicators 2, 3 and 4</p>	<p>This developed children's independence through adventurous activities. Team games provided the opportunity for children to develop teamwork.</p> <p>Children also had the opportunity to try new sports with positive feedback. This created a positive learning experience for those children as these are activities that these children wouldn't have normally chosen to do.</p>	<p>Bellboating Regatta was a great success. Pupils participated enthusiastically and made positive links with pupils from other schools. Staff were also able to make further links with schools across the Trust thereby facilitating further sporting and physical opportunities across schools.</p>
<p>Purchase of playtime equipment to include agility, gross motor skills and balance equipment. To encourage greater physical activity of all pupils at break and lunchtimes. Key Indicators 1 and 4</p>	<p>Children are physically active for a minimum of 30 minutes at lunchtime play. All children are encouraged to participate in activity regardless of level of ability. All children have a positive attitude towards physicality.</p>	<p>To sustain interest levels equipment will need to be renewed regularly and new equipment purchased to provide variety and ensure all pupils are engaged.</p>
<p>CPD for all teaching staff and for the PE Lead. Time for training teaching staff, peer observation and monitoring. Confidence of staff high to support the delivery of consistent skills and knowledge across all year groups. Key Indicators 1, 2 and 3</p>	<p>Staff are able to deliver a greater range of sports and outdoor activities in PE lessons. PE Lead is able to support a wider range of sports to all staff. Children access high quality PE lessons weekly (Years R – 6) in addition to children having wider opportunities for physical activities.</p>	<p>Targeted CPD in the future to support areas identified by staff as requiring further training.</p>
<p>To increase the engagement of all pupils in regular physical activity (including identified disadvantaged pupils). Staff time to run after school clubs. Staff time to take children to sporting fixtures. Staff time to take children to residential. Support for residential payment for disadvantaged or vulnerable families (pupil premium). Key Indicators 1, 3 and 4</p>	<p>Broader range of activities means more children are motivated to participate in physical activity. Staff regularly consider ways to make the curriculum more active. More children take part in sporting activities outside of school. Children are confident physically and are resilient and attempt all activities. Children are able to risk take safely. Children experience a broader range of sports and activities. Increased opportunities for all children to participate.</p>	<p>To establish and seek enrichment opportunities for children outside of the school day and ensure pupils are signposted to external sporting and physical opportunities.</p>

<p>Ensure there is a well-structured, competitive programme of sports fixtures which provides opportunities for all, whilst extending the more able. Subsidise travel – without this participation in sporting competitions and festivals would not be possible. Organise and engage in local competition, seeking to extend and challenge, including within the Trust and externally.</p> <p>Key Indicators 5 and 1</p>	<p>Children are more prepared for the transition to secondary school. Higher profile of sport and quality of provision.</p> <p>Children highly motivated and engaged in physical activity.</p> <p>School teams are competing competitively on a regular basis. A wide range of children get the opportunity to participate in competitive sport at an appropriate level for their age and abilities.</p>	<p>PE Lead to continue seeking opportunities for external partnerships and opportunities to enhance provision.</p> <p>Signpost children to opportunities to join local clubs to extend their physical opportunities and to support their mental health and wellbeing.</p>
--	--	---

## Key Indicators:

**Key Indicator 1:** Increased confidence, knowledge, and skills of all staff in teaching PE and sport.

**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.

**Key indicator 3:** The profile of PE and sport is raised across the school as a tool for whole school improvement.

**Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils.

**Key indicator 5:** Increased participation in competitive sport.

## Key priorities and Planning £16,730

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

Action – what are you planning to do	Who does this action impact?	Key indicators to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
To increase children's participation in competitive sports and broaden their experiences of participating in sports by providing transport to events	<p>Children in all classes have increased opportunities</p> <p>Staff form links with PE staff at other schools and with high schools where tournaments take place</p> <p>After school club offer increased – focus on sports and activities suggested by children to lead to maximum engagement.</p>	2, 4, 5	<p>Increased participation in a range of sporting events with other primary schools. Each KS2 year group has had the opportunity to engage in at least one school tournament or festival</p> <p>Children continue to participate in a wide range of physical activities out of school and in later life.</p> <p>PE coordinator and other staff to build up relationships with Sports leads at local Primary &amp; Secondary schools.</p>	£4500
Purchase of equipment to increase the number of children engaging in daily physical activity for a sustained amount of time – with a focus on more vulnerable or disadvantaged pupils.	<p>All children increase physical activities.</p> <p>Staff are able to lead on games and with equipment to promote movement at playtimes.</p>	1, 2	<p>To encourage greater physical activity of all pupils.</p> <p>To develop teamwork and cooperative skills.</p> <p>Use of balancing equipment on a regular basis increasing balancing and gross motor coordination.</p>	£570
Financing Bikeability for Upper Key Stage 2. Balanceability for Reception pupils.	Children learn about road safety and traffic awareness as a longer-term life skill. Children have the confidence and safety knowledge to use their bicycle on roads and hopefully transfer skills to use in later life whilst using roads.	1, 2, 4	<p>More children will cycle to school and feel confident to cycle with family and friends.</p> <p>Children's physical skills will develop as they have further opportunities to practice movement and balance.</p> <p>The profile of movement and healthy</p>	Year R = £150 Year 5/6 = £350 Total = £500



			<p>lifestyles is raised.</p> <p>Children will learn and develop skills including road awareness, balance and gross motor.</p> <p>Children will understand road safety and associated hazards and how to mitigate these hazards.</p>	
<p>To increase confidence, knowledge and skills of all staff in teaching PE and sport and increase capacity in PE lead.</p> <p>CPD for identified teaching staff and for the PE Lead.</p> <p>Time for individual CPD for PE Lead and teaching staff, peer observations and subject monitoring.</p> <p>Cover for PE Lead to attend Trust wide PE hub meetings.</p>	<p>Teachers and all staff who teach PE are upskilled and able to plan, deliver and assess effectively.</p> <p>PE lead upskilled and kept informed of current best practice. By increasing network opportunities this will impact on pupils having increased access to high quality PE and opportunities for physical activity.</p>	1, 3	<p>CPD is targeted at specific areas eg. Ensuring access for all and adaptations for pupils with SEND.</p> <p>PE lessons are delivered with confidence by all staff and children have positive experiences in PE as well as being able to develop skills.</p> <p>CPD is disseminated effectively to ensure improvements are sustainable.</p> <p>PE lead to be fully informed on latest research and lead and monitor confidently.</p> <p>PE Lead to visit other settings to increase knowledge and skill level.</p>	£890
<p>To provide additional opportunities for children to become lifelong swimmers and active adults.</p> <p>Subsidising travel and swimming coach costs to ensure that identified pupils, not reaching the required standard, are able to access high quality swimming opportunities.</p> <p>All children are able to swim 25m+ by the end of KS2.</p>	<p>Identified pupils not meeting the required standard and all pupils involved in swimming lessons across the school.</p>	2, 3, 4	<p>Increased confidence and safety for life skill.</p> <p>Children will join local swimming clubs.</p> <p>Adults who teach swimming will increase personal knowledge by working alongside expert swimming coach.</p>	£410

<p>Resource Breakfast and after school club equipment To encourage greater physical activity of pupils before and after school. Purchase of equipment to include agility, gross motor skills and balance equipment. Time-tabled extra-curricular sports activities.</p>	<p>All pupils. All pupils attending wrap around provision increase physical activities.  Staff are able to lead on games and with equipment to promote physical activities and the positive benefits both physically and mentally of exercise.</p>	<p>1, 2, 3, 4</p>	<p>Children continue to participate in a wide range of physical activities out of school and in later life.  To enable all pupils to benefit from a range of engaging and active physical activities. Children will engage in physical activities outside of the PE lessons.</p>	<p>£2145</p>
<p>Review number of helmets, balance bikes and first bikes for children in EYFS. Regular sessions timetabled to allow the children to develop balance and coordination</p>	<p>All pupils – the importance of co-ordination is emphasised and developed from EYFS.</p>	<p>1, 2, 3</p>	<p>Children will have improved balance and core strength helping to improve fine and gross motor skills.  Children’s physical skills will develop as they have further opportunities to practice movement and balance. The profile of movement and healthy lifestyles is raised.  That this growing independence will help develop gross motor skills and spatial awareness. The child's balance and coordination improves, and confidence grows. An increasing number of children will have initial cycling skills.</p>	<p>£2565</p>
<p>Review of playground equipment and purchase of further equipment to include agility, gross motor skills and balance equipment. Ensure equipment encourages participation from all pupils – wide variety of activities.</p>	<p>All children increase physical activities.  Staff are able to lead on games and with equipment to promote movement at playtimes.</p>	<p>1, 4, 2, 3</p>	<p>To enable all pupils to benefit from a range of engaging and active physical activities at playtimes and lunchtimes.  Children will be active and engage in team sport and games outside of the PE lessons.</p>	<p>£6045</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 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?	100%	<i>(National Figure 72%)</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	86%	<i>(National Figure 72%)</i>
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	100%	<i>(National Figure 72%)</i>
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?	No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	<i>No but we employ 2 trained swimming teachers to deliver lessons.</i>

Signed off by:

Head Teacher:	
Subject Leader or the individual responsible for the Primary PE and sport premium:	
Governor:	
Date:	