



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 (2023/2024)

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

Activity/Action	Impact	Comments
1. To increase the engagement of all pupils in regular physical activity working towards at least 60 active minutes per day and 30 minutes of that being in school.	1. Active playtimes continued with JP sports. More children have started to engage with the activities and take part in new sports that they haven't tried before at playtimes and after school clubs.	1. This will continue to 2024-2025.
2. More extra-curricular activities than ever were offered to children and the uptake for these sessions had increased compared to the previous year.	2. Sports pupil voice group to continue feeding back sessions/clubs that the children want offered to continue positive participation levels.	2. Clubs to be reviewed/more introduced 2024-25.
3. Increased and monitored the number of competitions/festivals that we participate in, in order to work towards 'Gold Award' for the school games.	3. Monitoring meant we were able to SEND and PPG children for a range of clubs and track which children had attended clubs over the academic year.	3. Aiming for gold again this academic year and continuing with the tracker.

<p>4. To provide further swimming provision for Year 6 (catch up swimming for one extra half term) in order to raise attainment and meet the governments recommended requirements by the end of KS2.</p>	<p>4. All children have had the opportunity to take part in clubs across school and many have represented St James' at a competition/event/festival for the first time. Also invited to the school games for our attitude and inclusivity at competitions and events.</p>	<p>4. Continue to offer a diverse range of sports and activities and enter inclusive competitions.</p>
--	---	--

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>Key Indicator 1 <i>(Increased confidence, knowledge and skills of all staff in teaching PE and sport)</i></p> <p>-To buy into PE scheme (Get Set 4 PE) to support teacher knowledge and self-confidence.</p> <p>-To develop knowledge and confidence of PE subject lead.</p> <p>-PE subject leader time out of class to report on sports premium, subject monitoring, evaluations, lesson observations and sports/clubs planning.</p> <p>- CPD for staff going</p>	<p>-Lucy Whaley: new to role PE subject lead</p> <p>-All teaching staff (focus on moving away from 'sports' based PE curriculum and focusing on the physical development knowledge and skills and ensuring staff can articulate this, e.g. 'The key learning is _____ which is learned through _____, _____ and _____'.')</p> <p>-Teaching Assistants who go to swimming sessions</p> <p>-Pupils: impact on teaching and learning</p>	<p>1 – Staff being given additional CPD and knowledge in order to deliver effective, safe and engaging PE lessons and to provide a wealth of knowledge and staff CPD to feel confident with PE.</p>	<p>LW to be able to share knowledge of the subject and improve the subject based on up to date and correct CPD.</p> <p>Staff CPD for swimming to be tasked on national college will help to support the assessment of swimming and therefore data.</p> <p>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, including teaching water safety and</p>	<p>£693.29</p> <p>£550.00</p> <p>£600.00</p>

swimming and to be given time out of class to input swimming data accurately.			swimming and as a result improved % of pupil's attainment in PE.	
<p>Key Indicator 2 <i>(Engagement of all pupils in regular physical activity)</i></p> <p>-To enhance outdoor provision and develop our 60 active minutes offer of physical activity by organising and implementing a 'Playground Zoning' system at lunchtimes.</p> <ul style="list-style-type: none"> ○ Play leader training for children ○ Play leader training for welfare staff ○ Zoning the playground –storage, play equipment, staffing. ○ Coach Joel – active playtimes 	<p>-ALL STAFF (lunchtime supervisors, teaching staff, sports leaders and teaching assistants, site supervisor).</p> <p>-Pupils: impact on active playtimes and mental health/wellbeing.</p> <p>-EYFS class.</p> <p>-EYFS staff team.</p>	<p>2 – Chief Medical Officer guidelines recommend that all children and young people aged 5-18 engage in at least 60 minutes of physical activity per day and of that, 30 minutes should be in school time.</p>	<p>-Increased number of children achieving their daily physically active goal.</p> <p>-More children encouraged to play and take an active role at lunchtime as the equipment and resources are new and enticing.</p> <p>-Increase in positive mental health and wellbeing for pupils.</p> <p>-Improvement in behaviour at lunchtimes as the children are engaged and enjoying the activities.</p> <p>-Children learning new social skills and playing with other children who they wouldn't usually play with.</p>	<p>£2730.00</p> <p>£4050.00</p> <p>£2050.00</p> <p>£1400.00</p>

<p>-To enhance EYFS provision to improve attainment and outcomes across the curriculum but particularly in writing.</p> <ul style="list-style-type: none"> ○ Outdoor equipment for EYFS area – hanging, swinging, climbing equipment. ○ Cycling equipment ○ Class Teacher to look at visiting another school for ideas. 			<p>-Equipment won't need replacing for a few years as there will be new equipment linking to the EYFS curriculum and to enhance their continuous provision outdoor opportunities.</p> <p>-Cycling equipment to be used for both EYFS and the playground zonings to make this more sustainable/cost effective.</p>	
<p>Key Indicator 3 <i>(The profile of PE and sport is raised across the school as a tool for whole school improvement)</i></p> <p>-To buy into the Teach Active scheme for Maths and English.</p> <p>-Recognition of the importance of PE and Sports in Celebration Worship each week.</p>	<p>-Teaching staff</p> <p>-Pupils: impact on active playtimes and mental health/wellbeing.</p> <p>-Parents/carers.</p>	<p>3 – PE profile needs to be raised across school and children to understand the importance for both their body and their mind.</p>	<p>-Supports the 60 active minutes whilst using lesson time and making teaching more active and engaging for the pupils.</p> <p>-Improved data with Maths fluency.</p> <p>-To weave PE and create cross-curricular links between Numeracy and English with PE/sports</p> <p>-New equipment and overall plan for Sports</p>	<p>£1600.00</p>

<p>-To improve parent engagement and the overall running of sports day within school (summer term).</p> <p>-Sports champions to come into school and promote values and sportsmanship.</p>			<p>Day 2025 as this was becoming outdated and the children need something more current and engaging to increase participation and enthusiasm.</p>	
<p>Key Indicator 4 <i>(Broader experience of a range of sports and activities offered to all pupils)</i></p> <p>-To promote active sports being a tool for mental health and wellbeing (Yoga in Year 6).</p> <p>- To promote a range of sports that may not be covered during the curriculum.</p> <p>-Sports related books to be available for the playground zones to read e.g., famous sports stars</p>	<p>-Whole school. -Teaching staff. -Teaching assistants.</p>	<p>4 - Offering a broad range of sports and activities to all pupils is crucial for their physical, social, and emotional development. It allows them to discover activities they enjoy, develop essential life skills, and maintain an active lifestyle. This approach ensures inclusivity and promotes overall well-being for every student.</p>	<p>-This opportunity enhanced children's examination preparation and gave them tools to understand their own psychical and mental wellbeing. Children used these strategies within and outside of their lessons and during SATS. - Children have a greater awareness of sports people and professionals. Sports and non-fiction texts are promoted to give children a possible insight into new</p>	<p>£1390.00</p>

<p>biographies and novels relating to sports.</p> <p>-To pay support staff to run an afterschool club to provide a wider range and increased number of extra-curricular activities.</p> <p>-Supply to cover LW/any other staff member who attends or takes children on a sporting event during the school day.</p> <p>-Replenish resources for new extra-curricular clubs.</p>			<p>sports.</p> <p>-New clubs were well received and children wanted participate in more than one. This promotes a variety of sports and extra-curricular activities for the children.</p>	
<p>Key Indicator 5 <i>(Increased participation in competitive sport)</i></p> <p>-To buy new school kit for children to represent and wear</p> <p>-For as many children as possible (including SEND and PPG) to represent St. James' at a sporting event.</p>	<p>-Whole school. -Teaching staff. -Teaching assistants.</p>	<p>5 - Increased participation in competitive sports is important because it promotes physical and mental well-being, develops crucial life skills, and fosters a sense of community. It encourages physical activity, which is essential for healthy growth and</p>	<p>-Children will have a sense of pride when representing school at a competition or tournament. - Children have enjoyed representing St. James' at a wide range of sporting events and we have had the highest participation numbers to date.</p>	<p>£2200.00</p>

		development, and provides opportunities to learn teamwork, discipline, and fair play. Furthermore, competitive sports can boost self-esteem, resilience, and leadership skills, preparing individuals for success both on and off the field.	-Won numerous trophies/events/medals this year.	
--	--	--	---	--

Key achievements 2024-25

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.Achieved 'GOLD AWARD' for the school games mark 2024-25. 2.Playground zones. 3.Extra-Curricular club participation. 4.Extra -Curricular achievements, trophies and medals.		

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?	62%	We were struggling to get pool space 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]?	58%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>62%</p>	<p><i>The children who are able to swim confidently are also able to perform a safe self-rescue in water based situations.</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</p>	<p>Current Year 6 are booked to attend catch up swimming lessons in the Summer term.</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>Melissa Tindall</i> Headteacher
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Lucy Whaley</i> Year 3 Class Teacher & PE and Extra Curricular Subject Co-Ordinator
Governor:	
Date:	