



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"> Maintain number of extra curricular activities through school day and beyond - provided free to children. Increase range of activities to encourage children who are typically less active and vulnerable groups - e.g. those with disabilities and health conditions. Activities linked to school travel plan, encouraging walking. Wide range of school staff lead additional opportunities. PE continue to be part of the School Development Plan including opportunities for training staff and provide opportunities for subject leaders to manage, lead and monitor subject. Staff have training needs met through internal and external training opportunities. Training for staff in meeting needs of children with physical disabilities. Change Sports Day to include all key stages in range of activities. 	<ul style="list-style-type: none"> High number of children attending extra curricular opportunities. Range of activities increased to include inclusive sports and events for children who do not usually participate in competitive sports. Girls' football team established and very well attended. Children successful in accessing a range of activities irrespective of physical disabilities or challenges. Increased amount of children actively physically travelling to school maintained - evidenced by school survey and school meeting requirements for bronze travel plan. Sport and PE have a high profile in the school with all children having access to a very wide range of activities in school, and in collaboration with other schools through the Sports partnerships. 	<ul style="list-style-type: none"> Continue to develop further opportunities for children to access a wide range of sports, including those suited to children with physical challenges. Train new Sports Leaders to support younger children in accessing games during unstructured times. Continue to promote and encourage active games during breaktimes. Continue to provide training opportunities to Sports Leader to further strengthen leadership capacity. Continue to monitor access by year group and characteristics of cohorts. Continue to liaise with other schools to offer wide range of competitive opportunities at different levels of skills and abilities, including 'friendly' games.

<ul style="list-style-type: none">• Identify opportunities for children with health issues or disabilities to compete with those from other schools.• Increase number of opportunities available for children to represent the school at sporting events.	<ul style="list-style-type: none">• Competitive sports, fitness and dance are accessed by all children.• PE leaders and other school staff have access to range of training opportunities to further develop the range and breadth of sport covered, including a full training programme.• Termly CPD opportunities for staff in various sporting topics.• Staff have a high level of skills and confidence in teaching skills and sports and in leading clubs.• Support from partnership SEND teacher to help with inclusive opportunities and engagement of pupils with specific	
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•	<ul style="list-style-type: none">• More children are able to attend sporting events and fixtures due to additional staffing, including Speed Stacking, Golfing and Curling.• Specialist coaching has supported children competing in events above school level.• Additional access to a wider range of opportunities for children with medical conditions and disabilities.• Participation in events including tournaments and opportunities to perform in dance festivals• Access to a broad range of sports.	
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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
<p>Continue to provide wide range of extra curricular sporting activities in the form of clubs for all children.</p> <p>Increase amount of physical activities available to all children through the provision of play leaders - pupil and adult led activities.</p>	<p>Lunchtime play leader staff - recruited from Lunchtime team. Year 5 and 6 children recruited as play leaders.</p> <p>Teaching Staff who lead activities outside curriculum teaching time.</p>	<p>KI 2. Increasing engagement of all pupils in regular physical activity and sport</p> <p>KI 4. Offer a broader and more equal experience of a range of sports and physical activities to all pupils.</p>	<p>More children of all ages accessing additional physical activity alongside that provided through the PE curriculum.</p> <p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</p>	<p>£2,500 lunchtime leaders to run activities and support pupil PE and Sport leaders.</p> <p>£627.85 for equipment to enhance outdoor activities and provide access to all children including those with disabilities.</p>

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>Increase the number of children able to safely ride bikes and scooters through the provision of equipment and timetabled opportunities to learn to ride bikes, trikes and scooters.</p> <p>Provide free bikeability training to all Year 6 children through training member of staff and liaising with North Herts Road Safety unit.</p>	<p>Children from 3-7 - provision of equipment, training and opportunities to practice skills outside taught curriculum.</p> <p>Targeted support for those struggling to acquire skills.</p> <p>Staff from Nursery to Year 2 to support organization of activities and support in developing skills.</p> <p>Year 6 staff team, providing Bikeability training to all Year 6 children able to participate.</p>	<p>KI 2. Increasing engagement of all pupils in regular physical activity and sport</p> <p>KI 4. Offer a broader and more equal experience of a range of sports and physical activities to all pupils.</p>	<p>Increased number of children using sustainable forms of travel to attend school.</p> <p>Increased number of children accessing additional physical activity in addition to PE lessons.</p> <p>Increased number of children cycling and scooting as a recreational activity and lifestyle choice.</p>	<p>£3600 for scooters, bikes, helmets.</p> <p>£400 supply cover staff release for training in Bikeability.</p>

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>Continue to access a wide range of competitive sports through Stevenage Sporting Futures and local partnerships.</p> <p>CDP for teachers to access training opportunities to lead new sports and events.</p> <p>Timetable staff to support attendance at all identified sporting events.</p> <p>Ensure competitions and events include opportunities for vulnerable groups, those with disabilities and health conditions, less engaged pupils and fully accessible events.</p> <p>Further identify opportunities for children with health issues or disabilities to compete with those from other schools.</p> <p>Increase number of</p>	<p>Staff – who train, coach and organize clubs, training and participation in activities.</p> <p>Staff who support children with additional needs.</p> <p>Children with a wide range of skills, talents and vulnerabilities, and target groups, who are supported in accessing a wide range of opportunities to challenge, support and extend their achievements in PE and Sport.</p> <p>Children who are supported to access a wide range of inclusive sports and games.</p>	<p>KI 5: Increased participation in competitive sport.</p> <p>KI 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p>	<p>Primary teachers more confident to deliver effective PE supporting all pupils to undertake extra activities inside and outside of school.</p> <p>Staff training is shared through staff meetings and coaching and mentoring sessions.</p>	<p>£1,500 for staff release to attend additional activities with children within school day, including those with specific training required to meet needs of health conditions and disabilities.</p> <p>£3092.50 Membership of Stevenage Sporting Futures and £102 Rural School Sports.</p> <p>£542.87 release time for coordinator to support staff in delivery of the curriculum.</p>

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>opportunities available for children to represent the school at sporting events.</p> <p>Maintain increased range of inter-house Sports Competitions.</p>				

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>Audit PE equipment so it is fit for purpose and replace or purchase any additional equipment that may be required.</p> <p>Survey sent out to teachers asking for any additional equipment needed to broaden activities available to children and increase numbers able to participate in extra curricular activities.</p>	<p>PE lead - time to audit equipment and source appropriate resources.</p> <p>Additional numbers of children able to participate in activities beyond the school day.</p>	<p>KI 4. Offer a broader and more equal experience of a range of sports and physical activities to all pupils.</p> <p>KI 5. Increase participation in competitive sport</p>	<p>Equipment is fit for purpose and offers a wider range of activities matched to children's interests.</p> <p>Additional sports are established, and younger children are able to be included, providing pupils trained in skills needed to compete when they are eligible to.</p>	<p>Outdoor equipment including new basketball posts, play goals for use at breaktimes, £1,583.18</p> <p>Additional football nets to increase number of children able to participate in extra-curricular activities. £2776.80</p> <p>Equipment for new sports - tri golf £302.99</p> <p>Indoor equipment including replacement PE mats. £1161.81</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
Further broadening of range of sporting activities, opportunities and competitions provided by all children, including those with vulnerabilities. These take place within and beyond the school day.	Very high number of children able to compete and participate in events in school and beyond. These include inclusive, development and elite competitions. Children with additional needs able to participate in a diverse range of opportunities. A high number of teams have entered leagues and competitions, with a high success rate.	Continue to train and support staff, and encourage provision of clubs and events provided by staff. Continue to promote activities and share and celebrate achievements through assemblies and written communication.
Opportunities to develop scooting and cycling skills, and to use these to facilitate sustainable travel to school, and safer independent travel for older children. Also, to embed these as leisure activities for children to enjoy as a lifestyle choice.	Children's cycling and scooter skills are enhanced, with almost all children able to ride a bike by the end of Year 2, irrespective of experience outside school. Almost all Year 6 children are able to pass Bikeability level 2 training, and have the skills needed to cycle safely to access school and social opportunities. Further increased number of children walking, cycling and scooting to school - as evidenced in the School Travel Plan.	Continue to provide cycling and scooting training and opportunities to practice and embed skills. Continue to promote as a lifestyle choice, and provide further activities through workshops and events.
Increase number of children able to participate in extra-curricular activities to meet needs and teach skills needed at an earlier stage.	Additional teams established - currently have 3 football teams - and teams established for wider age range and new sports. Existing teams maintained and further developed.	Continue to establish further teams and provide competition opportunities through 'friendly' as well as league matches and tournaments.
Further increase the levels of physical activity during break and lunchtimes through the provision of additional resources to promote and enhance physical play opportunities.	Very high level of activity at unstructured times such as break and lunch, with almost all children participating in a wide range of sports and physical activities.	Provide further play leader activities including staff and pupils to organize and promote active games and activities. Organise visiting workshops to teach and promote skills such as skipping.

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?	92%	<i>Key challenge has been cost of transporting children to nearest swimming pool. Pupil Premium has been required to contribute towards this. One child not able to achieve this due to SEND. Two other children able to swim 25 metres, but are not confident in doing so.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	92%	<i>As above.</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>92%</p>	<p><i>As above.</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>No</p>	<p>Lack of available pool time and unable to include in general swimming provision due to increased numbers and pool unable to provide for a larger group.</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</p>	<p>Staff attending swimming lessons are involved in supporting the delivery of lessons under the supervision of the qualified instructors at the pool.</p>

Signed off by:

Head Teacher:	Liz Pollard
Subject Leader or the individual responsible for the Primary PE and sport premium:	Alex Mason- PE subject leader
Governor:	Kevin Browne - Governor
Date:	30.07.2024