



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 |
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| Children took part in Schools Challenge. Children took part in Brickfields athletics competition Sports Day was highly successful with parents and carers making lots of positive comments about not only how it was organized but it showcased a community spirit. Running the event as a full day with a whole school picnic lunch worked well. PAFC days to promote healthy balanced lifestyles and general fitness. Bikeability Swimming | Children were given the opportunity to take part in a city-wide event and complete a challenge that required them to be dedicated. Builds relationships with parents and carers and making each key stage's sports day on the same day. This makes it easier for parents who children who had children in both key stage one and two. Gave us a chance to really celebrate our community spirit at Knowle. Children offered extra-curricular activities from specialist coaches. Children have learnt how to ride a bike safely on roads. Most children can now swim 25m in our last Year 6 cohort. All children completed the water safety | We are now also making wider links with the local community with athletes and coaches from PAFC coming in, which in turn provides stronger links for parents and children with outside agencies- school acting as the catalyst for this. Children are being recognised more widely for their successes and participation in events which helps to promote further engagement and children's confidence/self-esteem. This has had a direct impact on self-esteem and confidence. In addition to this, it has encouraged other children to take part in next year. |

| <p>All children including reception have a two-hour session of P.E per week with a variety of after school clubs being offered to all learners.</p> <p>Children all took part in athlete visit.</p> <p>PAFC- days for all year groups- focusing on promoting a healthy lifestyle.</p> <p>Clubs- we ensured we have offered at least one sport club a day and having an even spread of KS1 and KS2 clubs. More clubs are aimed at KS2 to ensure they can take part in fixtures but we ensure one KS1 sports club a term, so they still have that opportunity.</p> | <p>course.</p> <p>More days have been allocated to whole school physical activity which means that every child is accessing a wider range of opportunities within the school day.</p> <p>Children raised money at home and then took part in a sponsored event run by an athlete.</p> <p>High number of children are taking part in sports clubs after school. This has been especially notable with the children attending more fixtures.</p> <p>Breakdown of club attendance and the school's commitment to closing the gap in key groups in the participation in sport and different physical activities.</p> <table border="1" data-bbox="835 991 1507 1310"> <thead> <tr> <th></th> <th>Autumn Clubs</th> <th>Spring Clubs</th> <th>Summer Clubs</th> </tr> </thead> <tbody> <tr> <td>Whole school</td> <td>33%</td> <td>62%</td> <td>50%</td> </tr> <tr> <td>SEND</td> <td>17%</td> <td>31%</td> <td>38%</td> </tr> <tr> <td>PP</td> <td>27%</td> <td>28%</td> <td>30%</td> </tr> <tr> <td>Boys</td> <td>38%</td> <td>70%</td> <td>48%</td> </tr> <tr> <td>Girls</td> <td>22%</td> <td>35%</td> <td>38%</td> </tr> </tbody> </table> | | Autumn Clubs | Spring Clubs | Summer Clubs | Whole school | 33% | 62% | 50% | SEND | 17% | 31% | 38% | PP | 27% | 28% | 30% | Boys | 38% | 70% | 48% | Girls | 22% | 35% | 38% | |
|--|--|---------------------|---------------------|---------------------|---------------------|---------------------|-----|-----|-----|-------------|-----|-----|-----|-----------|-----|-----|-----|-------------|-----|-----|-----|--------------|-----|-----|-----|--|
| | Autumn Clubs | Spring Clubs | Summer Clubs | | | | | | | | | | | | | | | | | | | | | | | |
| Whole school | 33% | 62% | 50% | | | | | | | | | | | | | | | | | | | | | | | |
| SEND | 17% | 31% | 38% | | | | | | | | | | | | | | | | | | | | | | | |
| PP | 27% | 28% | 30% | | | | | | | | | | | | | | | | | | | | | | | |
| Boys | 38% | 70% | 48% | | | | | | | | | | | | | | | | | | | | | | | |
| Girls | 22% | 35% | 38% | | | | | | | | | | | | | | | | | | | | | | | |

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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 |
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| <p>Ensure that all opportunities for physical activity are maximised and strive to achieve full capacity in activities in morning club, break and lunch time, after school and beyond.</p> <p>Children who are PP or SEND are given opportunity to take part in fixtures and competitions.</p> <p>In lessons, ensure all children are supported through use of adult support/ratios and close monitoring by our PE specialist.</p> <p>Staff delivering PE lessons have the expertise to ensure all children are active in lessons as much as possible. CPD given to</p> | <p>All children including children with SEND and our Pupil Premium children.</p> <p>We are ensuring that children are receiving high qualities session run by a P.E specialist.</p> | <p>The engagement of all pupils in regular physical activity/ 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>Offer all learners a broader experience of a range of sports and activities offered to all pupils.</p> <p>Children who are pupil premium and SEND are monitored and targeted closely to ensure uptake is high in after school clubs.</p> <p>P.E Hubb lead to offer training on how to deliver REAL P.E training. Work together with LAT schools to develop planning and our rational.</p> | <p>Employment of PE teacher and PE apprentice to ensure high quality PE is delivered to all children.</p> <p>PE teacher to deliver a sport based after school club each day and physical activities in morning club each day.</p> <p>Specialist teacher to deliver school-based clubs after school.</p> <p>PSSP to deliver a rowing morning for Year 6 children (high proportion of pupil premium) and 1 day of OAA to all children</p> <p>New equipment purchased for playtimes and lunchtimes to encourage children to be active during lunch times and playtimes.</p> | <p>Swimming cost: £1687.50</p> <p>REAL P.E £695</p> <p>PSSP: £5250</p> <p>PAFC £2875</p> <p>Forest Schools £3750</p> <p>Fixtures: Mainly go to fixtures run by PSSP where the cost is covered within the subscription, and we tend to use staff members to transport children. This does mean that we can't attend all the fixtures</p> |

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| <p>P.E lead through LAT training on REAL P.E. Specialist P.E teacher given opportunity to take part in CPD when possible.</p> <p>Year 6 children participate in 3-week swimming block which supports key skills covered in the National Curriculum as well as water safety.</p> <p>Year 5 children to participate in Bike ability.</p> <p>Promote sporting events on FB and social media making sure we are celebrating successes.</p> <p>Continue to run a free breakfast club so all children can come and a good breakfast before the school day starts.</p> <p>Argyle Days- lead by PAFC. These sessions are used across the</p> | | <p>As many children as possible can swim 25m independently and all children complete water safety training.</p> <p>Children to learn about how to ride a bike on a road safely.</p> <p>The school is 'reaching out' much more to parents and the local community through social media and the website, promoting things such as flyers/posters, clubs, events, competitions, opportunities beyond the school day and photos from PE lessons.</p> <p>All children offered opportunity to attend breakfast club if needed.</p> | <p>Fixtures run by both PSSP and school. PSSP fixtures also ran just for SEND children or for children who don't have experience in sports.</p> <p>Fixtures run between our school and other schools within the LAT on a weekly basis. Different children chosen each week. These children are the children that have been attending the after schools' clubs.</p> <p>More children come into class in the morning having had a good breakfast so that they are ready to learn. Parents can contact teachers or staff if needed before the school day begins.</p> | <p>we would like to do as we can't transport a high number of children in one go without using a coach or paid transport.</p> |
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| <p>school and develop children's understanding of the importance of a healthy diet and exercise.</p> <p>Sports clubs run by MR. Participation vastly improved in the Spring and Summer terms.</p> | <p>More children are taking part in after-school clubs. This is then allowing us to offer sports fixtures for those regular attendees. We also ensured that we were offering a wide range of our children the chance to take part in a competitive fixture.</p> | | | <p>Sports and Activities Clubs After School £4802</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 |
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| <p>Making wider links with the community and using local athletes and clubs to support extracurricular activities and events. Push on clubs in the Spring and Summer term to ensure a higher participation rate.</p> <p>Promoting fixtures, competitions and extracurricular activities. Celebrating successes in assemblies and sharing information about how competitions and fixtures have gone. This in turn, encourages uptake amongst others.</p> <p>Children took part in Schools Challenge and thoroughly enjoyed themselves. We offered free places for our PP children who we felt would benefit from taking part in the event.</p> <p>Children took part in Brickfields athletics competition with two of our KS2 children setting new track records.</p> <p>Sports Day was highly successful with parents and carers making lots of positive comments about not only how it was organized but it showcased a community spirit. Running the event as a full day with a whole school picnic lunch worked well.</p> <p>Weekly PE star of the week awards for one child in each class run by MR. (P.E lead)</p> <p>Children took part in Sports for Champions athlete visit.</p> | <p>Making wider-across local community. More children are having access to extra-curricular activities and the chance to take part in an after-school club. Some children then have taken part in fixtures where they are competing against other schools.</p> <p>More children took part in sporting events and after school clubs.</p> <p>More children were given opportunities to take part in competitive events such as Brickfields and the cluster league matches. The 5/6 boys team got through to the knockout stages of cluster league football games.</p> | <p>We are now also making wider links with the local community with athletes and coaches from PAFC coming in, which in turn provides stronger links for parents and children with outside agencies- school acting as the catalyst for this.</p> <p>More children took part in clubs in the Spring and Summer term with 62% of children taking part in the Spring term. This can now be used to inform our clubs for next year. Making sure we run clubs that have a higher participation rate.</p> <p>Children are being recognised more widely for their successes and participation in events which helps to promote further engagement and children's confidence/self-esteem.</p> <p>This has had a direct impact on self-esteem and confidence. In addition to this, it has encouraged other children to take part in next year.</p> |

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| <p>An athlete came into school and ran an assembly where they discussed their career so far and achievements to date and then took part in a sponsored circuit event with the children. This year the children raised much more money than the previous year. We raised over £675.00.</p> <p>The children took part in forest school run by our forest school lead. All children accessed forest school sessions where they worked on different skills.</p> <p>OAA sessions run by PSSP.</p> | <p>Children got to experience meeting an inspirational athlete and found out all about their career so far and how they have achieved what they have.</p> <p>This develops both social skills and allows the children to work on team building as well as teaching them different skills about nature and the environment.</p> | <p>The children have really enjoyed receiving the trophy for learner of the week in P.E and it is a good way of promoting both our give me 5 rules and REAL P.E core values.</p> <p>Children really enjoyed meeting Joe Hart especially as he was local and grew up in Plymouth. This made it a meaningful experience for both children and parents and carers.</p> |
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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> |
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| What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres? | 49% | <p><i>Lots of our children do not have access to swimming lessons from a young age so therefore are not able to make the progress they need to do by the end of the 3-week block.</i></p> <p><i>We will look into whether we can use sports premium funding to book an extra block next year.</i></p> |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? | 49% | <p><i>Lots of our children do not have access to swimming lessons from a young age so therefore are not able to make the progress they need to do by the end of the 3-week block.</i></p> <p><i>We will look into whether we can use sports premium funding to book an extra block next year.</i></p> |

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| <p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p> | <p>100%</p> | <p><i>All children took part in the water safety sessions.</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:

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| Head Teacher: | <i>Ben Norris</i> |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | <i>Claire Gough – PE Leader</i> |
| Date: | September 2024 |