





The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

Commissioned by

Department for Education

Created by

association for Physical Education

YOUTH SPORT TRUST

It is important that your grant is used effectively and based on school need. The Education Inspection Framework makes clear there will be a focus on **'whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school'**.

Under the Quality of Education Ofsted inspectors consider:
Intent - Curriculum design, coverage and appropriateness
Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment
Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school's budget should fund these.

Pleasevisitgov.ukfortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement.Thisdocumentwillhelpyoutoreviewyourprovisionandtoreportyourspend.DfEencouragesschools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

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

Schools are required to publish details of how they spend this funding, including any under-spend from 2021/2022, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2023. To see an example of how to complete the table please click HERE.

Created by: association for Physical Education, Active Partnerships, YOUTH SPORT TRUST

Supported by: SPORT ENGLAND LOTTERY FUNDED, UK COACHING, UK active

Details with regard to funding

Please complete the table below.

Total amount carried over from 2023/24	£0
Total amount allocated for 2023/24	£18,860
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2024/25	£ 18, 860
Total amount of funding for 2024/25. To be spent and reported on by 31st July 2025.	£ 18, 860

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. **Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study**	
What percentage of your current Year 5 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? **N.B.** Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2025. Please see note above	20%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	39%
What percentage of your current Year 5 cohort perform safe self-rescue in different water-based situations?	20%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity **over and above** the national curriculum requirements. Have you used it in this way?	Yes/No

Action Plan and Budget Tracking
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2024/2025	**Total fund allocated:** £18,860		**Date Updated:** September 2024	
Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: 100%
Intent	**Implementation**		**Impact**	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieveare linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To continue to enhance the lunchtime provision, ensuring all pupils are keeping active during lunchtime.	Sports Coach to lead activities/set challenges at play times. E.g 4 square, skipping, hula hooping etc. Ask staff for names of less active children and target them to join in lunch time activities Teachers to nominate Year 5/6 play leaders to support sports coach in leading challenges at play times. Children chosen need to be committed and not miss their sessions. Play leaders to be provided with clear roles, through training, to make individual responsibilities clear.	£18,860 Total amount of funding spent on Sports Coach's salary	Play leaders have been set up and they are following a rota. RH has trained them in playing different games with children. Staff were asked for names of less active children and they have been targeted at lunch time to join in physical activity. Lunch staff been given names	Target less active children for after school clubs PE lead/RH to monitor play leaders during lunch time – encourage children to be committed and not miss it, sometimes their commitment doesn't last all year. Any lunchtime CPD available

To maintain high levels of physical activity during and after the school day. Aiming to engage KS1 and KS2 pupils in afterschool clubs, identifying and targeting the most reluctant pupils.	Continued evaluation of provision and adaptations made accordingly to meet the needs of all pupils and ensure consistency. CPD for lunchtime staff to model what good play looks like Sporting opportunities before school – wake up, shake up. Member of staff to lead each week Offer a broad range of sporting opportunities linked to the interests of pupils. Pupil/parent voice to ask about sporting clubs they would like on offer. Multiple staff members leading sporting after school clubs. Year 3, 4 – begin clubs to prepare them for joining a team in 5, 6 (netball, football) Pupils of all ages, abilities and interests have equal opportunities to access a range of weekly after school clubs. Regularly evaluate the number of pupils engaging in after school clubs and make adaptations accordingly based on pupils'		Audited play equipment outside To see what is needed for improvements to be made After school sporting events happening 4 days a week. PE lead tracks participation of SEND/PP children at clubs. More staff leading after school sporting clubs. Clubs have been linked to different events we will be attending and children's interests.	Visit a school that uses OPAL Pupil voice on clubs they would like available

	needs.			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 0%
Intent	**Implementation**		**Impact**	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieveare linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Celebrate sporting achievements regularly.	Encourage children to share their sporting achievements with us which can be shared in Friday's assembly e.g. football trophy, swimming badge etc. Whole school sporting achievements to be on Dojo, newsletter and website. PE display board. Sporting achievements, team photos, club information and play leaders can be displayed.	£0 £0	PE achievements celebrated in assembly on a Friday. Children have brought in medals/certificates to share with whole school. Picture taken and added to PE achievements display board. School sporting achievements also added to Dojo and newsletter. Shows the school values sporting achievements.	Continue celebrating sporting achievements, send out a reminder on newsletter that this can be done on a Friday. Encourage children to bring things in. Celebrate events that children have taken part in with school during assembly, talk to school about what they did.
To gain Sports Mark award. Include the whole school in working to achieve Gold.	PE Lead and Sports Lead to gather evidence/data to achieve continue with Gold Sports mark to achieve it again, aiming for gold.	£0	Schools game mark application complete, Gold achieved	Reapply next year, aiming for Gold again

To hold whole school sports events and competitions.	PE Lead and Sports Lead to organise whole school sports events to inspire, motivate and engage learners e.g. sponsored event, sports day, santa dash, competitions between classes		Sports day happened in July, each phase a different day with more competitive races year 1 upwards. End of spring and summer term, intra-competitions happened in KS2. Positive feedback from pupils and staff.	Intra competitions to happen half termly

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 0%
Intent	**Implementation**		**Impact**	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they do now? What has changed?	Sustainability and suggested next steps:
To continue using PE Passport to teach high quality lessons in a wide range of sports providing teachers with support to deliver activities they are unfamiliar with. CPD provided for PE coordinator- - will enable them to build the skills of an effective PE coordinator to promote PE and sport across the school.	Renew subscription to PE Passport in Autumn 24. PE Lead to complete LTP focussing on skills progression. Sports coach to lead one PE session to each class once a week. Class teacher supports, using the lesson as CPD Sign up to relevant courses to gather ideas of how to promote PE and sport across the school and how best to support	Last year's cost £838.80 inc VAT £0 Cost tbc	PE passport has been renewed and all staff using to deliver PE lessons. RH delivering 1 PE session per week for each class and teacher is present in lesson.	PE Lead to look at LTP, does anything need altering for next year?

To identify what staff need in terms of PE CPD and provide CPD sessions.	teachers with the delivery of PE. PE Lead to arrange desired CPD sessions either via Sports Lead or external companies.	Cost tbc		
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 0%
Intent	**Implementation**		**Impact**	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To ensure LTP on PE passport is being followed, allowing pupils to experience a wide range of sports/physical activity during their time at Stanley Road.	PE Lead to make sure LTP being followed through lesson visits and pupil conversations. Audit current PE equipment, are we able to deliver PE curriculum with current equipment.	£0 £0	Lesson visits have provided evidence that staff are following LTP	Staff to continue following LTP to deliver PE lessons. PE lead to monitor – pupil conversations, lesson visits
To offer a range of extra-curricular after school sports clubs.	Sports Lead and teachers to deliver after school sports clubs to all year groups.		Clubs have been linked to different events we will be attending and children's interests.	

To improve outdoor learning opportunities across the school	Continue with orienteering learning with Sports Lead, cross link it to Geography. Sensory Adventure Walk in Autumn term		Forest school used to complete sensory walk.	Orienteering trail damaged, can this be fixed and staff use

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
Intent	**Implementation**		**Impact**	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Ensure children have regular opportunities to experience organised competitive sport	Participation in cluster wide sports fixtures. Staff to be covered in school to attend as many competitive events as possible. PE Lead and Sport Lead to continue communicating with SGO and attend as many events as possible.	£0 £0 £ tbc £0	SR attended lots of events organised by SGO, SR performance improving. Netball and football league matches happening between cluster schools. Hopefully more staff members to take mini bus test to allow more staff to take children on sporting events.	

Signed off by	
Head Teacher:	Lorraine Adams
Date:	September 2024
Subject Leader:	Hannah Walton
Date:	September 2024
Governor:	Louise Griffiths
Date:	September 2024