



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
Employed coaches from Northumberland Cricket to deliver quality sessions to children and upskill teachers.	Children across the school have the opportunity to be taught by specialist staff. This has developed their skills and abilities in a range of sports. Individual assessment sheets of children show development and application of skills.	Staff and children have learnt new skills. Now they need to apply these skills and build upon them in new sessions.
After school club provision led by external coaches from Northumberland Cricket and Hatrick football.	Clubs well attended by children across school. Run on a carousel so that all children have the opportunity to attend throughout the academic year.	Use pupil voice interviews to offer stimulating and current after school clubs.
Lunchtime provision led by Hatrick coaches focusing on multi skill development.	Children engaged and motivated to learn and develop new skills. Teamwork encouraged and a positive impact on behaviours ad attitudes was seen.	Develop role of 'play leaders' so that children can support one another in play at lunchtime.
Participated in West Trust sporting competitions.	Children participated in multiskills, football and cricket tournaments and showed good	Continue to broaden children's competition experiences. Further research will be undertaken on purchasing a new mini bus

<p>Continued to upskill teachers and enhance their performance through PE Hub online subscription.</p>	<p>sportsmanship and commitment. Children are prepared for competitions as they have a broader understanding of game rules and how skills can be transferred.</p>	<p>so that we can participate more regularly.</p>
<p>Provided all children with appropriate clothing and equipment to participate in PE lessons safely.</p>	<p>The teaching of PE across school is consistently good. And staff plan challenging and engaging lessons. Effective AfL ensures each child makes progress.</p>	<p>Continue with this action and monitor impact of CPD through scrutinies and triangulation of evidence and performance of children.</p>
<p>Reviewed and refined our PE curriculum to ensure an increasingly wide range of sports and disciplines are taught.</p>	<p>All children actively participate in PE in at least two weekly timetabled sessions.</p>	<p>Seek additional funding so that we can continue to provide our children with the equipment and clothing they need to succeed.</p>
<p>Weekly swimming lessons for all Year 3 children.</p>	<p>The curriculum ensures both knowledge about a sport and the human body and physical skills are taught to children. Children are given opportunities to build on, repeat and consolidate key skills in order to make them transferable.</p>	<p>Continue this action to match the ever changing cohorts and diverse range of needs in our school.</p>
<p>Weekly swimming lessons for all Year 3 children.</p>	<p>Children have increased confidence when entering the water. Children have developed life-saving skills and know the dangers of water. An increased number of children can swim up to 25m.</p>	<p>Seek further funding to implement catch-up swimming for children and families in Year 4-6.</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>Continue all of the above actions. Monitor the impact of these through scrutiny of teaching, planning and pupil voice.</p>	<p>Children across the school. All staff who deliver PE lessons and after school clubs.</p>	<p>Key indicator 2-The engagement of all children in regular physical activity- the 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, of which 30 minutes should be in school.</p> <p>Key indicator 4-Broader experience of a range of sports and activities offered to all children.</p> <p>Key indicator 1-Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>Key indicator 5-Increased participation in competitive sport.</p>	<p>More children consistently meeting their daily physical activity goal and motivated to participate in more across the school week.</p> <p>Teachers in school will be more confident in delivering effective PE sessions to children.</p> <p>Children's attainment and progress levels continue to be on an upward trend.</p>	<p>Cost of sports coaches. Online subscriptions.</p>
<p>Bid for funding to provide our children with additional resources and provision so that they can participate in</p>	<p>All children across our school.</p>	<p>Key indicator 5-Increased participation in competitive sport.</p> <p>Key indicator 3-The profile of PE and sport is raised as a tool for whole school improvement.</p>	<p>The cost of living crisis will not be a barrier for our children to participate in sporting activities.</p>	<p>Cost of SLT time to write applications.</p>

<p>sport without being at a disadvantage.</p> <p>Additional swimming sessions for children who do not meet the minimum criteria after attending normal swimming lessons.</p> <p>Ensure physical education lesson activity levels are maximised- Evidence of physical education lessons to be monitored half-termly.</p> <p>Children to be more active at playtimes and lunchtimes. Develop the role of 'Play Leaders' so that children lead active playground sports with other children.</p> <p>Continue to seek specialist sports coaches to provide</p>	<p>Children who have missed swimming lessons due to entry to the school system. Children who were unable to swim confidently despite a year of weekly teaching.</p> <p>Teaching staff will plan and deliver consistently good PE lessons where children are active participants.</p> <p>Children across the school.</p> <p>Teaching staff across school.</p>	<p>Key indicator 2: The engagement of all children in regular physical activity</p> <p>Key indicator 1-Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>Key indicator 2: The engagement of all children in regular physical activity.</p> <p>Key indicator 2: The engagement of all children in regular physical activity</p> <p>Key indicator 1-Increased confidence, knowledge and skills of all staff in teaching PE and</p>	<p>Children will gain confidence in the water and understand the ways in which to stay safe.</p> <p>Children will have increased stamina when participating in physical lessons.</p> <p>Children will be engaged and motivated to participate in focused physical activity at unstructured times.</p> <p>Staff will replicate teaching strategies they have learnt from specialist coaches and</p>	<p>Transport costs. Pool hire. Instructor rate of pay.</p> <p>Cost of cover so that lessons can be monitored by subject lead.</p> <p>Cost of equipment. Cost of uniform and badges.</p> <p>Cost of external specialists and courses.</p>
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<p>CPD to other teachers in school as well as delivering PE lessons during curriculum time to multiple year groups.</p> <p>Purchase new equipment which includes some 'lesser known/popular sports'.</p> <p>Employ a bus driver to transport our children to sporting competitions and events in the wider community.</p>	<p>Children across the school.</p> <p>Children across the school.</p>	<p>sport.</p> <p>Key indicator 2: Raise the profile of PE and sport across the school.</p> <p>Key indicator 2: Raise the profile of PE and sport across the school.</p> <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>Key indicator 5- Increased participation in competitive sport.</p>	<p>provide good quality teaching sessions.</p> <p>Children will develop a secure knowledge of how to use specialist equipment safely. Children will use equipment accurately in order to achieve.</p> <p>Children will attend various events held across Newcastle.</p>	<p>Cost of equipment.</p> <p>Cost to upkeep the mini bus and insurance and petrol. Cost of driver- x10 hours per week.</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

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?	54%	Some children were unable to access a full academic years worth of swimming due to the levels of high mobility within school. Children arrive at our school at various points across each academic year and sometimes only stay for a short time or can move in and out of our school system more than once.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	19%	The focus was placed on our children gaining confidence in the water due to lack of experiences accessing a pool outside of school hours. Focus was placed on the development of basic skills such as floating, monkey walking and safe entry to the water. A large proportion of the cohort were confident in one stroke only.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>10%</p>	<p>Children are able to enter the water safely and know how to keep themselves safe in the confinements of a pool.</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>In the process of</p>	<p>We pay for additional swimming teachers to deliver lessons to our children above the recommended ratio. This is because we are committed to having every child's needs met within the cohort and these needs are varied. Common areas of need are linked to SEND, confidence levels and lack of experience.</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>We pay for specialist staff to teach our children, our school staff support the process and observe progress made so that they can assess children effectively and identify their individual next steps.</p>

Signed off by:

Head Teacher:	Linda Hall
Subject Leader or the individual responsible for the Primary PE and sport premium:	Linda Hall, Siobhan Rowe and Nikki Harris (SLT) Jessica Gaddes - PE leader also links in with SLT for PE and sport Premium
Governor:	Pauline Piddington (Chair of Governors)
Date:	September 2023