



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
Purchase a Katakana (Double canoe joined by support beams – extremely stable on the water and easy to embark/disembark from)	<ul style="list-style-type: none"> • Students have found it easier to access the boat and therefore participate. • It reduced anxiety levels for those students who found instability and accessing the water an issue • We were able to increase numbers of participants on the pond, as well as having 2 more complex groups at the same time. 	A development will be to transport the Katakana to Weirwood reservoir, to further enhance our watersports programme. We would then be able to have it running alongside the Wheelyboat.
2 PE staff to complete Archery instructor course.	<ul style="list-style-type: none"> • This enabled us to increase our delivery of Archery in the summer term, as well as offer it as an option during our annual activity week. 	Being able to offer Archery in our curriculum is a unique factor for us. The students respond very positively, especially as it's high-risk, high impact activity and they are given a certain level of trust and responsibility to be able to take part.
Increase our number of qualified Swim teachers	<ul style="list-style-type: none"> • This increased our capacity to deliver swimming sessions outside of PE lessons. • College and Physiotherapy were also able to increase their provision • We could target specific students, with greater need for physical therapy, with extra sessions. 	Swimming is probably the most beneficial activity for the majority of our students. Amongst other things, it improves stamina, coordination, resilience, and also provides a sense of freedom and body control for those students who require more physical support on a daily basis.

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
Liaise with Kicks Dance Academy to introduce instructor-led dance sessions as an additional activity.	Students taking part, staff supporting them, instructor leading session. PE lead to organise.	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	23 students received a term of high quality dance sessions, tailored to their learner journey. This was in addition to their weekly PE session(s). Students were highly motivated to take part, and we'll look to potentially repeat next year.	£1,155 – Kicks Dance Academy LTD
Train and empower all teachers and LSAs in how to engage students and deliver sessions in the outdoor environment, with links to curriculum subjects. Training to be delivered by a team from Surrey Outdoor Learning and Development (SOLD)	All teachers and LSAs attending, 2 members of SOLD team delivering. PE lead to organise.	Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport – <i>Although sessions might not be specifically PE/sport, they will be active sessions in an outdoor environment.</i>	Staff are more confident in how to deliver fun, safe, effective lessons in our fantastic outdoor facilities. Future primary premium can be utilised for resources and equipment to support this.	£549.50 – S.O.L.D
Subscribe to online resources that provide fun, fitness/dance activities that students can access in their classrooms – Jump Start Johnny and Five-A-Day fitness. Enables teachers to access numeracy and literacy games, as well as other curriculum based	Students taking part, education staff supporting.	Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Students' activity levels have increased. These resources are also used as movement breaks to help students expend their energy in a positive way, so that they can then refocus for lesson time. If feedback from teachers continues to be positive then we will look to re-subscribe.	Jump Start Johnny - £238.80 Five-A-Day-Fitness - £550

<p>themes (Geography/History etc) and resources that focus on the students learning whilst being active.</p> <p>Provide all primary groups with bespoke equipment in order to facilitate active lessons and play. This will include equipment with a literacy/numeracy focus. Also, durable outdoor storage boxes to keep the equipment in, which also creates more space for activities too.</p> <p>To improve, literacy and numeracy attainment levels through active learning opportunities by re-subscribing to Teach Active – a programme which enables teachers to access numeracy and literacy games and resources that focus on the students learning whilst being active.</p> <p>PE lead to attend the Youth Sport trust conference, and PE and Outdoor lead to Attend SOLD conference</p>	<p>Students taking part, education staff supporting, facilities team assembling storage boxes. PE team Liaising with classes to ascertain equipment needs.</p> <p>Teachers, LSAs and support staff have access to the resource. New staff to be shown how to access Teach Active by other experienced teachers.</p> <p>PE Lead (Olly Whitefoot) and Outdoor Learning lead (EmmaJane Davis) attending</p>	<p>Key indicator 1: The engagement of <u>all</u> 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</p> <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport – <i>Although sessions might not be specifically PE/sport, they will be active sessions in an outdoor environment.</i></p>	<p>Students are encouraged to play outside and be active at every opportunity. This equipment has provided staff with a focus when delivering outdoor play/sessions, and helped to engage the students.</p> <p>The boxes have been very successful, and students are also encouraged to access them independently, as well as tidy up at the end of the session.</p> <p>There continues to be increased engagement from students during these literacy and numeracy sessions. Data also indicates an improvement in attainment levels. We will look to resubscribe next year, and train any new members of teaching staff.</p> <p>Contacts were made with various educational resource and equipment providers: 5-a-day-Fitness – which we purchased Special Olympics – MATP Trainer training arranged for July 24'</p>	<p>Equipment (Various) £2018.76 – Davies Sports Outdoor storage boxes x 4 £2356.80 – Trimetals LTD</p> <p>£1050 – Davies Sports</p> <p>£124.80 YST Conference £287 SOLD conference (x2)</p>
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<p>Swimming Equipment to aid and enhance onsite swimming/hydrotherapy sessions</p>	<p>Students taking part, particularly those with greater mobility issues that require supportive buoyancy. PE team to organize</p>	<p>Key indicator 1: The engagement of <u>all</u> 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</p>	<p>Cross-curricular Orienteering – Looking to purchase with next years’ funding.</p> <p>The special swim jackets purchased provide excellent support, thus enabling students greater independence in the water. The sensory toys are utilised for lesson engagement, as well as a reward during their ‘free time’ at the end of sessions. As our cohort develops we’ll look to provide specific equipment accordingly.</p>	<p>£200 - Amazon</p>
<p>Equipment to enhance engagement in, and delivery of, PE sessions</p>	<p>Students participating, education staff supporting. PE team to organize.</p>	<p>Key indicator 1: The engagement of <u>all</u> 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.</p>	<p>This equipment allows us to continue to deliver highly effective, engaging, and meaningful PE sessions e.g. Equipment such as the box tops and foam balance beam have enhanced functional gymnastics, large foam dice and number discs help us incorporate numeracy. Also equipment to enhance fitness sessions – light dumbbells/wrist and ankle weights, core bags, and storage box, ensure sessions are bespoke to our smaller primary students.</p>	<p>£2,395.30 – Davies Sports</p>
<p>Purchase additional archery equipment to enhance our onsite delivery.</p>	<p>Students participating, education staff supporting. PE team to organize.</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Archery is a unique activity to be able to offer, and although is potentially high-risk, is an activity all of our students respond</p>	<p>£536 – Quicks Archery</p>

<p>Provide the school sensory garden with outdoor play equipment that can be utilised during break and lunchtimes, as well as specific sessions.</p> <p>Purchase activity trackers from Moki, that link to a user-friendly online dashboard. We will use them to not only track students' step count and minutes of vigorous activity, but also to set distance challenges for individuals and teams, including the new school team competition.</p>	<p>Ginnie B-E to organise.</p> <p>PE team to organize and set-up, including working with Sue Turner (Data protection) and the IT department.</p>	<p>Key indicator 1: The engagement of <u>all</u> 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.</p> <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>positively too. We now have a range of bows/arrows/safety apparel to cater for all students, as well as some fun targets to increase engagement. The next stage is to develop our range into a more semi-permanent facility.</p> <p>The Tuff Tray has only recently been put in place, but students are enjoying using it for various activities. The slide is due to arrive soon. We will look to invest in similar equipment to provide a focus for outdoor play.</p> <p>We will initially trial it within the department, or a select few students to ascertain to familiarize ourselves with the tech. Once we're satisfied, we'll look to purchase the class pack (30 trackers, £700) from next years' funding and roll it out across the school.</p>	<p>£824.99 (Tuff tray and stand) £274.98 (Slide)</p> <p>£186 – Moki This is for a trial pack (3 trackers and a reader)</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
<p>Liaise with Kicks Dance Academy to introduce instructor-led dance sessions as an additional activity.</p>	<p>23 students received a term of high quality dance sessions, tailored to their learner journey. This was in addition to their weekly PE session(s). Students were highly motivated to take part, and we'll look to potentially repeat next year.</p>	<p>All students involved, as well as staff, reported a very positive experience. Students were very engaged and enjoyed the various music/dance-linked activities, including learning a dance routine. With it being in addition to PE, it ensured that some of these students were accessing 3+ hours of high quality pe/sport per week for a substantial period.</p>
<p>Equipment to enhance engagement in, and delivery of, PE sessions</p>	<p>This equipment allows us to continue to deliver highly effective, engaging, and meaningful PE sessions, e.g. Equipment such as the box tops and foam balance beam have enhanced functional gymnastics, large foam dice and number discs help us incorporate numeracy, and various other equipment that supports gross/fine motor skill development and vestibular awareness.</p>	<p>The equipment very much enhanced our pe sessions, particularly our MATP and functional gymnastics. It's quite an achievement that students who struggle to focus on activities for more than 5 minutes are able to be on task in the sportshall for 30-45 minutes. They enjoy, and are motivated by, being active, and having a bespoke set-up ensures that we are able to engage our learners and explore various threads of learning.</p>

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?	66%	Not included in this percentage are students that could complete this with the use of a swimming aid i.e. woggle/noodle.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	66%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>66%</p>	<p>Students work on various self-rescue/safety techniques when working through the STA Personal Survival award. These include, straddle entry, treading water, and the H.E.L.P (Heat Escape Lessening Position) position.</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>Students are able to access specific water-based physiotherapy/hydrotherapy sessions delivered by physiotherapists, as well as additional swim sessions delivered by trained school staff.</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>	<p>We currently have 12 staff (4 school, 4 college, 4 physiotherapy) trained as STA Swim teachers, inc the STA Safety Award. Staff are required to refresh these qualifications every 2 years.</p>

Signed off by:

Head Teacher:	Ginnie Batten-Evatt
Subject Leader or the individual responsible for the Primary PE and sport premium:	Olly Whitefoot – Head of PE
Governor:	<i>(Name and Role)</i>
Date:	