



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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| <ul style="list-style-type: none"> SMSA's actively promoting use of sports equipment in the playgrounds on the Junior Site following successful roll out on Infant Side Questionnaires have been used to highlight levels of activity so that support can be targeted in the right areas | <ul style="list-style-type: none"> Children in KS2 have been physically active during playtimes and lunchtimes after new playground zone roll out. Children are enjoying playing in a variety of zones like; cricket, football, basketball, hula hoops, skipping and dance area. KS2 children are also staying fit on the back playground with new equipment and play zones honing in on their fine motor skills and coordination. Students in KS1 are more active at lunchtimes with the new zones enabling them more chances to take part in something they enjoy. SMSAs have noted how much more enjoyable it is for them to see children happier at | <ul style="list-style-type: none"> Subject Lead (ZS) liaise with Deputy Head (KK) on how to continue support to SMSAs for next year SMSAs to be trained on each zone and allocate an activity for them to participate with the children Subject Lead to roll out new playground zones and games and order liaise with headteacher on buying new equipment for back playground. Sport Impact Specialist (PW) to monitor impact and provide continuous training to SMSAs |

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| <ul style="list-style-type: none"> • Sport Impact Specialist trained teachers to improve teaching and learning of PE • Catch up and support for EAL and SEND children in PE | <p>lunchtimes and teachers have noted a reduction in incidents</p> <ul style="list-style-type: none"> • ECT Teachers having the ability to provide effective PE lessons • Specialised EAL & SEN groups run at different terms which involved them allowing more guided time with their 1-2-1s under supervision of Sport Impact specialist. • Ongoing involvement and interest found in sports for pupils falling into the EAL & SEN groups. Plan is to carry on these accelerated learning groups. • Specialised training provided to coach companies over a 6-week period, providing support with behaviour and transitions between activities. | <ul style="list-style-type: none"> • 1-2-1 ECT training coaching new teachers towards running effective PE lessons. • Accelerated learning groups to give improved access, understanding and involvement to all pupils especially to those that may miss out e.g. EAL, SEND |
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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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| Ensure all staff are confident in teaching and delivering quality PE lessons | <i>Teachers and Pupils. SI specialist and SL</i> | Key Indicator 1- increased confidence, knowledge and skills of all staff in teaching PE and sport | <ul style="list-style-type: none"> Continuation of 1-2-1 coaching by sports impact coach for teachers in need and ECT(PW) All teachers have the opportunity for support and we use Teacher voice to highlight areas where it is needed | <i>As part of the Sport Impact budget (£8,984)</i> |
| Coaching of Staff to Teach PE using specialist Sports Coaches | <i>Teachers and Pupils. Coaches and SL who are involved in delivery</i> | Key Indicator 1- increased confidence, knowledge and skills of all staff in teaching PE and sport | <ul style="list-style-type: none"> Teachers learn from specialist sports coaches how to teach PE | <i>Onside Sports (£8,925) Dance Energy (£5,950)</i> |
| Increase range of sports/activities accessible to all pupils | <i>Pupils. Coaches delivering</i> | Key Indicator 4- broader experience of a range of sports and activities offered to all pupils | <ul style="list-style-type: none"> Pupils have access to more activities than previous year | <i>New equipment to be purchased to enable lunchtime and afterschool clubs to take place (£2000)</i> |

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| <p><i>Sport Impact to take intervention groups of children who are low in confidence in PE</i></p> | <p><i>Pupils. Sport Impact Specialist and Subject Lead</i></p> | <p>Key Indicator 2-increasing engagement of all pupils in regular physical activity and sport</p> | <ul style="list-style-type: none"> • Children expressed a greater desire to be more active after the sessions. Subject Lead (ZS) to monitor PE data to create groups for next year | <p><i>As part of the Sport Impact budget (£8984)</i></p> |
| <p><i>Increase Participation in Inter School Competitions</i></p> | <p><i>Pupils. Teachers who are taking pupils to competitions</i></p> | <p>Key Indicator 5-Increase participation in Competitive Sport</p> | <ul style="list-style-type: none"> • More children got to experience Level 2 competitions. | <p><i>Cover Cost for teachers attending competitions</i></p> |
| <p><i>Increase Partipation in Intra School Competitions</i></p> | <p><i>Teachers and Pupils. Coaches Sport Impact Specialist and Subject Lead</i></p> | <p>Key Indicator 5-Increase participation in Competitive Sport</p> | <ul style="list-style-type: none"> • Students took part in regular end of unit competitions run by coaches or Sport Impact. Teachers got to learn how to run future intra sport competitions using the same format as modelled by Sport Impact specialist | <p><i>As part of Sport Impact budget (£8984)</i></p> |
| <p><i>To form partnerships with Local Sports Clubs</i></p> | <p><i>Subject Lead</i></p> | <p>Key Indicator 3-Raising the profile of PE and Sport</p> | <ul style="list-style-type: none"> • Students have got involved in a variety of different activities when they were previously not attending. | <p><i>NA</i></p> |

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| <p>Increased Participation in Level 2 Competitions</p> | <p>Participation in Competitions: Wellington have increased their participation in inter-school sports competitions, leading to higher levels of achievement and participation levels compared to previous years</p> | <p>Use current feedback tools to see which activities children found the most enjoyable and which competitions we could add to our calendar for next year</p> |
| <p>Improved Facilities and Resources</p> | <p>Celebrating Success: Recognizing and celebrating sports achievements has boosted students' morale and motivation to participate in physical activities.</p> <p>Upgraded Equipment: Investment in new and modern sports equipment has enriched the PE experience, providing students with better resources to practice and develop their skills.</p> | <p>Continue to use student voice to find out from staff and Pupils what is needed to further improve PE, Sport and Physical Activity in the school</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> |
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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? | 64% | <i>This is based upon data provided to us by our coaching company when the children swim in Year 4 and children surveys which we complete every year.</i> |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? | 40% | <i>This is based upon data provided to us by our coaching company when the children swim in year 4 and children surveys which we complete every year.</i> |

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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>29%</p> | <p><i>This is based on the data provided to us by the coaching company when the children go swimming in Year 4 and the children surveys we do every year.</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>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p> | <p>No</p> | |

Signed off by:

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|--|----------------------------|
| Head Teacher: | <i>Debbie Norton</i> |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | <i>Zara Syed PE Lead</i> |
| Governor: | <i>Pavneet Brar</i> |
| Date: | 17 th June 2024 |