



# 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.

**PE and Sport Funding 2023-24: £17,480**

**Total Spend 2023-24: £17826.78 (plus additional support from school budget to attain targets)**

## Key priorities / Planning / Impact 2023-24

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				
Intent	Implementation		Impact	
What pupils know, are able to do, what they need to learn and to consolidate through practice:	Actions	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do?	Sustainability and suggested next steps:
Provide opportunities for children to engage in active break times and lunch times (15 + 25 mins per day) in addition to ensuring children access two hours of quality PE per week.	Zoned yard approach with a range of games and activities catering for children's interests.  Purchase of equipment designed to provide challenge and improve levels of activity during break and lunchtimes.  Identify and train new Sports	£1116.24	Children able to mix together and use shared resources, re-engaging their engagement and enjoyment with activity.  Vast majority of children very active through two hours of PE and throughout all break times and lunch times.	Refresh resources as needed.  Rotate activities and introduce new ideas to enhance activity.  Further develop the use of sports leaders with younger year groups as timetabling allows.

	<p>Leaders based on Gateshead's SSP model.</p> <p>Children made aware of the benefits of exercise through PE and PSHE link to 'Being Heathy' unit.</p>		<p>Children aware of the benefits of physical exercise on their health.</p> <p>Sports leaders developing confidence at leading games.</p> <p>Gold School Games Awards achieved July 2024.</p>	<p>Maintain standards of Gold School Games Award and apply for Platinum.</p>
<p>Provide a rich and varied menu of activities for children to take part in via after school clubs, including opportunities not offered in PE sessions.</p> <p>Address needs of pupils and families affected by the pandemic in terms of fitness and wellbeing.</p>	<p>After school clubs reintroduced.</p> <p>Provide a variety of opportunities using SSP recommended and checked coaches.</p> <p>All children from Y1-6 offered free access to 'active' clubs to encourage uptake and participation.</p> <p>Target children impacted by the pandemic / sedentary for club access.</p> <p>Membership of Blaydon and District football league (boys and girls)</p>	£3897	<p>Clubs offered to children in Y1-6 each half term.</p> <p>Percentage of children accessing at least one after school activity club Y1: 80% Y2: 70% Y3: 80% Y4: 70% Y5: 85% Y6: 80%</p> <p>Targeted children accessing clubs and signing up for further activities.</p>	<p>Continue membership of Blaydon and District football league.</p> <p>Continue to offer clubs free of charge in 2024-25 to encourage engagement.</p> <p>Consider how to further promote and target access to specific children, e.g. through offer of different sports, short term projects.</p> <p>Reintroduce family engagement activities impacted by the pandemic, such as the winter warmer walk and bike ride.</p>
<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>				
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
<p>What pupils know, are able to do, what they need to learn and to consolidate through practice:</p>	<p>Actions</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do?</p>	<p>Sustainability and suggested next steps:</p>

<p>Sustain annual programme of whole school activity days held throughout the year when children can earn house points and participate in level 1 and level 0 competition. Rewards and incentives presented in assemblies and shared with families.</p>	<p>Delivery of whole school activities across the year, including school games day, cross country, skipping, sports day.</p> <p>Rewards to 'winners' in addition to house points to encourage competition as well as house point collection.</p>	<p>£557.74</p>	<p>All children have taken part in level 1 activities at least once every term.</p> <p>Children are excited about inter house competition and have a sense of pride and belonging to a team.</p> <p>Counted towards gaining school games mark.</p>	<p>Increase frequency of whole school events.</p> <p>Encourage children to prepare for engagement days.</p>
<p>Rewards and incentives offered via participation in local competitions and via links with local clubs.</p>	<p>Re-established link with Greenside Cricket Club and Cricket All Stars, including cricket engagement day.</p> <p>Trial sessions delivered and support for sign up for children in Y1-3, plus engagement of older children in more formal sessions.</p>	<p>No cost</p>	<p>Children are motivated to pursue sports further than PE (after school clubs / out of school clubs). More children applied for places at All Stars than were available. Cricket club is thriving after school each Friday in the summer term.</p> <p>Children given opportunities to experience sporting events outside of school environment.</p> <p>Children selected for county level competition.</p>	<p>Expand engagement with other clubs beyond Greenside e.g. football and rugby.</p>
<p>Ensure high quality physical education which ensures continuity and challenge through school.</p>	<p>Embedding PE scheme, chosen for the quality of resources, clear progression and assessment.</p> <p>Subject leader carrying out monitoring and providing support through opportunities to discuss planning and reflection on sessions.</p> <p>Develop quality of movement in</p>	<p>£630</p> <p>Staff meeting time (built into development time)</p>	<p>Staff confident in delivery of PE units, ensuring progression through school.</p> <p>Quality of movement improved through seeing and discussing positive models.</p> <p>Monitoring identifies areas of strength and future</p>	<p>Continue to review and adjust plans in response to feedback from staff.</p> <p>Provide further opportunities for monitoring such as lesson observations and pupil voice.</p> <p>Provide further opportunities to discuss quality movement</p>

	<p>children, using visual prompts and capture of children’s movement digitally to support development of quality.</p> <p>Training for staff in the PE curriculum and use of equipment and how to use both to improve quality in PE and assessment.</p> <p>Have high expectations for PE, ensuring children are dressed appropriately, wearing PE uniform with pride.</p>		<p>development.</p> <p>Staff knowledge improved.</p> <p>Children talk knowledgeably about their learning in PE.</p> <p>Assessment is used more effectively.</p>	<p>as a whole staff. Monitor and support use of techniques to improve quality.</p> <p>Ensure high standards in PE dress are maintained ongoing.</p> <p>Children have a sense of pride in their PE uniform and are keen to wear it to events and lessons. (from previous year spend)</p>
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**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport**

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:
Provide support and CPD for staff in school.	<p>Evaluate curriculum plans and survey staff members to gauge levels of confidence.</p> <p>Provide training for staff in use of new PE scheme, assessment and equipment.</p> <p>Provide coaching support for the elements that staff have identified as needing additional support (dance, football, rugby)</p>	<p>£1902</p> <p>(internal cover for PE lead)</p> <p>(staff development time – internal costs)</p>	<p>Staff more confident in the delivery of stated units of PE and able to build on the coaching to deliver themselves.</p> <p>Children accessing specialist teaching, impacting on quality and progress through the curriculum.</p> <p>PE lead monitoring effectively to identify strengths and areas for</p>	<p>Subject leader to monitor the impact of the coaching on delivery of these units in the next academic year.</p> <p>Subject lead to create action plan for 2024-25 building on training and monitoring.</p> <p>Training and monitoring built into staff development rather than additional costs.</p>

	<p>PE lead attending School Sport Conference.</p> <p>Opportunities for PE lead to monitor the impact of PE.</p>		<p>development and support staff with these.</p> <p>PE lead able to network with SSP team and other subject leaders. Training and ideas brought back into school for development for next year.</p>	
Develop staff confidence in use of technology to support quality and assessment in PE	<p>Provide staff with equipment and training in use to look at quality of movement and use to support moderation of assessments.</p> <p>Support for staff to use assessment criteria effectively through units of work.</p>	(internal staff development time)	<p>Staff more confident in making assessment judgements in PE.</p> <p>Staff identifying quality movement in PE and sharing this with children.</p> <p>Improved skills evident in children, leading to greater competition success (e.g. football, swimming and athletics).</p>	<p>Identify additional opportunities to support children not yet at expected standard.</p> <p>Provide opportunities to monitor quality of movement and moderate assessment judgements across staff.</p> <p>Provide more opportunities for staff to discuss and develop knowledge of PE quality across school, looking at the progression of elements.</p>
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:

<p>Provide additional provision for swimming for those children who did not complete the national curriculum requirements for swimming due to covid restrictions.</p>	<p>In addition to the beginning of national curriculum swimming (paid for from main budget) for Y4, additional swimming sessions for any Y5 or Y6 children needing to refine skills.</p>	<p>(from main budget)</p>	<p>All Y6 children have achieved the standard at the end of this academic year.</p> <p>All Year 5 children have achieved the standard.</p> <p>Only seven Year 4 children have yet to reach all elements of the standard (all other children have attained the standards) and they will continue to access swimming alongside next year's Year 4 children.</p>	<p>Ensure any children not yet reaching the standard (or those new to school) have the opportunity to continue swimming as part of the core school offer.</p> <p>Continue to maintain a full year of swimming as the core school offer (funded from main budget).</p>
<p>Children are provided with opportunities to engage with a range of activities compete with themselves and other schools via an annual programme of events</p>	<p>School sports partnership membership, allowing all pupils to experience a wide range of activities and sports through borough wide competitions and festivals.</p> <p>Transport provided for sporting events.</p> <p>Specialist sessions booked such as bikeability and cricket.</p> <p>Contribution provided to fund the sports element of the Y6 residential experience to allow children to experience a range of different sports and activities, including outdoor adventurous, canoeing, ghyll scrambling climbing, orienteering.</p>	<p>£3525 SSP</p> <p>Transport: £2239.80</p> <p>Outdoor: £3704</p>	<p>All children have had the opportunity to experience a broad range of activities (not just those delivered by the PE curriculum) and attend activities or festivals (rugby, dance and sports festivals, multisports, athletics, fun run, swimming gala).</p> <p>All children able to access the Y6 residential and experience a wide range of sports post pandemic.</p>	<p>Continue to develop opportunities for children to access competitive opportunities.</p> <p>Continue to support residential opportunities as families are hard pressed but also look to ways to support the children to fundraise through activity to make this sustainable.</p> <p>Ask for subsidised funding towards transport from parents or fundraise for this.</p>



Key indicator 5: Increased participation in competitive sport				
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:
Children are provided with opportunities to compete with themselves and other schools via and annual programme of events	<p>Provide opportunities for children to take part in festivals and competitions (dance, sports, swimming gala, athletics, fun run).</p> <p>Range of activities organised in school to allow children to be competitive (cross country, school games day, sports day).</p> <p>Sports day events led by school staff.</p>	<p>Split SSP membership: (accounted above)</p> <p>Contribution to transport costs: (accounted above)</p> <p>(internal cover to support this)</p>	<p>All children from Y2-6 have had the opportunity to attend a sports competition beyond school. Children are proud of achievements</p> <p>All children N-Y6 have had opportunities to be competitive within school (sports day, cross country events). Developing performance, motivation, determination and confidence.</p> <p>Children in Y5/6 qualified for and progressed to regional swimming event, children reaching finals and medaling in external events e.g. athletics and football.</p>	<p>Continue membership of the Blaydon and District Football League.</p> <p>Ensure all children have access to regular competition within and beyond school.</p> <p>Further develop sports leaders to run events and competitions and personal challenges within 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>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	100% (20/20)	<i>All children attended swimming sessions in Year 4 and Year 5. Any children not attaining the standard at that point continued to attend swimming sessions in Year 6.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	100% (20/20)	<i>See above.</i>
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	100% (20/20)	
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?	Yes	One child accessed this additional support.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes	Specialist swimming instructors teach the children, staff support alongside, gaining knowledge.

Signed off by:

Head Teacher:	<i>Miss D. Foster</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Mr A. Taylor</i>
Governor:	<i>Mr J. Robinson (Chair of Governors)</i>
Date:	26.07.24