



# The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023



  
Department  
for Education

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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](#).**

## Key priorities and Planning

Total amount carried over from 2022/ 23	£ 0
Total amount allocated for 2023/24	£ 19970
How much (if any) do you intend to carry over from this total fund into 2023/24?	£ 0
Total amount allocated for 2023/24	£ 19970
Total amount of funding for 2023/24.	£ 19970

**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

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>To have every child involved and engaged in sport activities (Playtimes, lunchtime, School sport (2 hours of high-quality of PE).  Additional PE opportunities in engaging sports or in sports that are relevant for our location e.g. swimming due to island location.</p>	<p>Lesson observations/ observations during playtimes to observe the engagement of pupils  To make a stock order of what lunchtime and break time equipment we have, to know what to order if anything needs replacing.  Ensure all adults are encouraging pupils to be active and supporting them with the skills they need.  Maintain/ improve the engagement two hours of Quality PE lessons a week.  To have a trained team of sports leaders, supporting and delivering active break times.  To promote use of facilities available already outside e.g. Active Wall via additional staff training including LSAs.  To increase the range of activities available to pupils during break and lunch. To fund equipment for playtime.  Ensure a school-wide promotion and approach of golden mile using the resources signposted to staff.</p>	<p>£ 2000 playtime equipment  £2000 swimming  £1000 dance</p>	<p>Sports Leader programme has been run but needs more consistency. The impact is variable due to children not having breaktimes at same time.  Video of Active Wall created. Observations show children use a wide range of physical activities at break. Equipment that is stored outside is now all accounted for. This makes sure that there is enough equipment for all the games offered to the children. We also know when to replace equipment  Boxes of equipment created for year groups. Range of activities on offer is wide with good participation.  All classes participating in Golden Mile on a daily basis. Evidence of increased stamina for running which has been shared with families via Dojo.  Year 1, 2, 3 and 4 have participated in swimming lessons for a term. Year R,1 and 2 have participated in ballet for a term.</p>	<p>More staff training including MSAs.  Regular stock checks made by staff to address any equipment that is lost or needed for games. This will continue next year.  Use of Enrichment lead to investigate additional clubs out of school hours.  Continue to access as and when needed during the school day- at least daily.  Continue.</p>

**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement**

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:
<p>Provide opportunities for all pupils to build character, help pupils develop resilience, determination and self-belief, whilst instilling the values and virtues of friendship and fair play.</p> <p>Develop an understanding of the importance of maintaining an active lifestyle in order to keep physically and mentally healthy.</p> <p>Ensure all children are aware of the importance of a healthy lifestyle, including diet and exercise,</p>	<p>Encouraging staff to allow opportunities to celebrate PE achievements and success.</p> <p>To share and promote PESSPA success stories via Dojo and social media.</p> <p>To continue to upkeep and invest in the facilities on the school site to ensure pupils have the best opportunities to be successful and inspired to be active.</p>	<p>/</p> <p>/</p> <p>£1000 towards upkeep of sports equipment outside e.g. trampoline, gym equipment.</p>	<p>All sporting events are celebrated by a range of staff attending.</p> <p>Regular Dojo updates from all teachers during PE lessons. This has resulted in good communication and engagement with families.</p> <p>Children use equipment daily. Good impact of facilities raised by children during pupil voice as well as during audits of school. H and S audit shows equipment is well maintained and safe for children.</p>	<p>Continue.</p> <p>Continue and ensure all new staff in next academic year are aware of expectations.</p> <p>Trampoline has required high levels of upkeep and repair due to continued vandalism. New security should reduce this cost and inconvenience for the children moving forwards.</p>

**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport**

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Facilitate CPD opportunities to support improving pupils' knowledge and techniques in various physical activities</p> <p>To invest in a new curriculum tool for PE to ensure consistency and clear progression of skills across school as well as increasing teachers knowledge and confidence when delivering PE.</p> <p>Investment in new equipment including replacing a large amount of balls and all internal PE mats due to wear and tear. Clear and resourced PE equipment with effective organisation and storage.</p>	<p>To allow staff the opportunity to access external CPD provision through the School Games package.</p> <p>To purchase and train staff to use Get Set 4 PE.</p> <p>To renew schemes and online support tools to further upskill teaching staff, particularly where new activities have been added to PESSPA provision in school and where staff have moved into new year groups.</p> <p>Audit of all equipment to understand the condition of all equipment and replace items that need replacing.</p>	<p>£1000 training</p> <p>£2000 cost for Get Set 4 PE</p> <p>£1000 cover time for PE leader and CPD time for implementing scheme over school year</p> <p>£5500 on equipment</p>	<p>Whole teaching staff Twilight sessions held. Impact seen in observations of Cricket lessons including terminology taught.</p> <p>New PE curriculum in place. All staff received training and ongoing support to implement scheme. PE leader monitored over school year and put in additional support and training where required. New scheme now fully implemented. Impact on staff beginning to be seen but will continue as opportunities to embed over school year are given.</p> <p>A wide variety of PE equipment has been purchased to replace a high volume of dated and worn items e.g.mats which were not thick enough. The equipment has been utilized during PE lessons for all children</p>	<p>Courses for PE leader and all teaching staff booked for 2024/25.</p> <p>PE lead to continue to monitor in new school year. Support new staff as needed as well as HLTAs. Continue to ensure that assessment of skill by teachers is robust and consistent.</p> <p>Continue to audit as the new term begins and replace equipment as needed.</p>

**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils**

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>To ensure that pupils are offered (and access) a broad range of sports and physical activity opportunities within the curriculum and after school.</p> <p>Coaches to run PE sessions for year groups/ classes to promote a variety of sports</p>	<p>To enhance the previous offer from 2022/23 to ensure that a wide range of opportunities are offered such as the SEND Sports</p> <p>To provide an extensive range of extracurricular sports clubs, which provide our pupils with the opportunities to try new activities.</p> <p>To allow pupils to attend external festivals and events without cost e.g. via school mini bus</p> <p>Provide pupils with opportunities to work with sports coaches and specialist from the wider community such as Chance to Shine.</p>	<p>£3000</p>	<p>A wide range of sports have been offered for all children via the Get Set 4 PE curriculum supplemented with additional sessions e.g. ballet, swimming, water sports, golf etc . These have engaged children in a new sport, giving healthy competition and team spirit. The new sports appealed to children who may not necessarily be engaged in sport.</p> <p>Sports clubs have run after school which were open to all as well as targeted groups. These have been well attended.</p> <p>Children have had access to sports coaches for half term periods e.g. Cricket coaches for year 2 and 3. This was impactful on children's understanding of the sport as well as staff's confidence to deliver.</p>	<p>Due to the successfulness of children trying new sports, we will continue to invest in new sets of different equipment for the school, which offers classes the opportunity to participate in this during PE slots.</p> <p>Use of Enrichment lead to investigate additional clubs out of school hours.</p> <p>Continue to follow up all opportunities for external coaches to support in a variety of different year groups across the school (especially those who did not access them in the previous academic year).</p>

**Key indicator 5: Increased participation in competitive sport**

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>To ensure pupils receive opportunities to compete in leagues, cups, school games events and festivals. Football/ tag rugby/ multi skills</p>	<p>To sign up to the full school games package and attend events allowing as many of our pupils as possible the opportunity to compete.</p> <p>Continued coaching of Cricket through Chance to Shine Partnership and promoting local clubs.</p> <p>Increasing participation of children in events, money committed to ensuring children can attend not matter the location.</p> <p>Pupils to take part in sports day</p>	<p>£ 3000</p>	<p>A wide and varied range of events from Year 1-6 have been attended. This has included children from all vulnerable groups. A list of all children who have attended is available to view on the Sports display wall. The school has hosted events e.g. orienteering, football, netball, running, athletics as well as driving children across the island to attend events.</p>	<p>Continue to work with other cluster schools across the island. To ensure the maximum amount of children attend fully funded events across the island.</p>

Signed off by	
Head Teacher:	Vickie Sutton
Date:	July 2024

# 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*

<b><u>Question</u></b>	<b><u>Stats:</u></b>	<b><u>Further context</u></b> <b><u>Relative to local challenges</u></b>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	63%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	89%	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	76%	
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/No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	