



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
Daily lunchtime clubs to engage all children in high quality team games particularly non-active pupils lead by the Featherstone Foundation.	Children now have improved fitness levels, becoming more competent and confident in specific games such as tag rugby and dodgeball. They are eager to work with the coaches from Featherstone Rovers and engage well throughout lunch time.	Featherstone Rovers coaches need more guidance to work with specific classes on a specific skill set that reflects what they area learning in P.E. This will provide children with more time to practice and master skills.
Further raise the profile of physical activity breaks through skipping and the daily mile for all classes. - All pupils to participate in at least 15 minutes additional activity per day	KS1 children have continued to develop their fitness levels and improved each term. This hasn't had as greater impact on KS2 children as intended.	Daily Mile and skipping needs relaunching, not happening across school consistently, particularly in KS2. Playtime bags are now damaged and need replenishing.
Continue to increase the knowledge and confidence of school staff through personalized mentoring, planning support and monitoring	Elite coaching has provided a 6-week CPD model to most class teachers which has overall, increased the competence and confidence of the teacher's delivery of sessions.	Elite coaching are going to be working with staff next academic year to continue to develop staff confidence in areas that haven't been taught this year.

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
<ul style="list-style-type: none"> Identify non-active pupils (are they similar to previous year) Regular reminders to staff around the importance of activity breaks PE leader – pupil voice to ensure physical breaks taking place throughout the day. Order more equipment for FMS playtime bags as it has been damaged. Monitor use of bags, are they being used effectively? Sports leaders to support younger children with suggestions of games that 	<p>Class teachers to identify non active pupils and to ensure activity breaks have an allocated slot in the day.</p> <p>Pupils – as they will take part.</p> <p>P.E Leader – to complete pupil voice, audit the FMS bags and order new equipment.</p>	<p>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.</p>	<ul style="list-style-type: none"> 100% of non-active pupils engaging in physical fitness. All children have been active during breaks/lunchtimes. Some classes participating in daily mile. Active playground used at playtimes independently by children. Children regularly bring FMS bags out. Children setting up own games that encourage physical activity for large groups of children. 	<p>£138.92 - playground bag</p> <p>Subject leader time – 3 days = £597</p>

<p>develop those specific skills.</p> <ul style="list-style-type: none">• Laminated sheets with ideas of courses in a folder?• Personal challenges to be printed.• FMS playground games printed.				
--	--	--	--	--

<ul style="list-style-type: none"> • Further develop the whole school celebration of sport through weekly and termly awards. • Weekly celebration of children’s sporting achievements out of school. • Create a physical activity/wellbeing group to lead physical activity at break times. • Continue to raise the profile of school sport through the use of Class Dojo to share weekly sporting activities, sporting celebrations. • Inspire pupils to have long term sporting goals through presentations from professional sports people. • Develop physical activity at home through providing an online platform of ideas for parents and children to enjoy at home. 	<p>Pupils taking part</p> <p>Teachers keeping track of sporting values</p> <p>Sports ambassadors.</p>	<p>Key indicator 2: The profile of P.E and sport to be raised across school as a tool for whole school improvement.</p>	<p>Staff feel supported and confident to develop pupils in PE.</p> <ul style="list-style-type: none"> • More able pupils needs met through high quality coaching. • Improved teaching of bat and ball/dance evidenced • Pupil voice evidenced that children enjoyed P.E and have long term sporting goals. • Children enjoy sharing their out of school achievements and this is evident every Friday during celebration assembly. 	<p>£50 – sporting stickers + medals</p>
---	---	--	--	---

<ul style="list-style-type: none"> • Continue to increase the knowledge and confidence of school staff through personalized mentoring from coaches. • Hire qualified sports/pe coaches to work alongside teachers to extend current opportunities for pupils for a term. • Ensure P.E lessons are delivered consistently across school, staff using vocabulary starting slides, discussing tactics and rules of the game. 	<ul style="list-style-type: none"> • Staff to identify from their year group overview areas they require further cpd • PE lead to identify appropriate cpd for individuals/whole groups 	<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<ul style="list-style-type: none"> • Increased confidence over time by staff in all sports. • Feedback from Elite coaching suggests staff are confident and able to deliver effectively. • CPD model from Elite coaching has been really successful in building on staffs confidence and skills, week by week. • More able pupil's skills extended. 	<p><i>£6025 for Elite Sports coaching</i></p>
--	---	--	---	---

<ul style="list-style-type: none"> • Provide subsidized lunchtime and after school clubs to all pupils. • Continue to purchase a broader range of sports equipment in order to offer a greater variety of sport to all children. • Engage more non-active children in sporting events – all children to attend competitions • Develop the number of confident swimmers through providing top up swimming lessons for Years 5 and 6 • Develop links with professional teams to engage and inspire pupils eg. Wakefield Trinity, Leeds United, Featherstone Rovers 	<p>Class teachers to identify non active pupils and to ensure activity breaks have an allocated slot in the day.</p> <p>Pupils – as they will take part.</p>	<p>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<ul style="list-style-type: none"> • Broad range of sports embedded throughout school. • Pupils engaged in a range of sports to create a desire to keep active outside of the school environment • All pupils to leave year 6 with an ability to swim to the required standard. 	<p><i>£6500 - Featherstone Rovers lunchtime and after school clubs</i></p> <p><i>£2406 – Elite after school provision including forest school club</i></p> <p><i>£530 – Top up swimming</i></p>
---	--	--	--	---

<ul style="list-style-type: none"> Engage with local sport foundation to create a local competition calendar Encourage all pupils to engage in the national school games Plan competitions in all aspects of school sport through a personalized school competition calendar with staff available to take the children. 	<p>P.E Lead</p> <p>Pupils</p>	<p>Key Indicator 5: Increased participation in competitive sport.</p>	<p>Rolling yearly local competitions embedded for future cohorts.</p> <p>Pupils develop the desire to compete.</p> <p>Children keen to compete against pyramid schools.</p> <p>Children to take part in Enhance Academies Trust sporting competitions.</p>	<p><i>£1075 – competition entry</i></p> <p><i>£420 – transport to competition</i></p>
--	-------------------------------	--	--	---

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>A professional coach has been paid for and provided by Elite Coaching. This has covered one EYFS class, two infant classes and two junior classes every Monday.</p> <p>Swimming lessons were provided for the non-swimmers in Year 6 for 5 lessons to increase the percentage of swimmers in line with national expectations.</p> <p>After school clubs have been provided for a range of activities including: multi-skills (KS1), football, cheerleading, forest school etc.</p> <p>Parents invited to attend competitions to raise the profile of sport and parental engagement.</p>	<p>Staff have received CPD from the professional coach. The staff member delivers a section of a planned lesson following the scheme Get Set 4 PE with the coach providing feedback and team teaching.</p> <p>Children are receiving expert teaching from professionally trained PE coaches.</p> <p>Children are able to access</p> <p>25% of children in receipt of PP funding attended the PE after school clubs.</p>	<p>Next year all staff will be required to take part in the CPD provided by Elite Coaching.</p> <p>Swimming - hoping for one full term of weekly sessions for consistency rather than two terms fortnightly.</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?	83.3%	Due to a lack of funding, we can only access swimming for one full term in Year 4 and then use top up funding from the Sports Premium budget to send non-swimmers in Year 6.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	83.3%	The majority of children can swim proficiently by the end of Year 4 using a range of strokes effectively. Most of these children attend swimming lessons outside of school.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>100%</p>	<p>All children are taught this when they attend sessions in Year 4. This was reiterated in one session from the top up funding in Year 6.</p> <p>Despite 17% not being able to swim 25 metres, they do know self-rescue techniques.</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</p>	<p>We used the sports premium to top up funding for swimming lessons.</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>	<p>However, when there are two instructors, staff are not required to teach a group.</p>

Signed off by:

Head Teacher:	Philip Burton
Subject Leader or the individual responsible for the Primary PE and sport premium:	Emily Long
Governor:	Carly Jones
Date:	22/7/24