



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
<ul style="list-style-type: none">- Engagement with local competitions within the City.	<ul style="list-style-type: none">- Children were able to access competitive opportunities that linked with the curriculum content. Children were able to play age appropriate skilled matches to demonstrate their learning.	This had a huge impact on children's self esteem with them being invited to competitions as a result of developing skills. Those note selected for participation at wider events had opportunities to compete within school time through inter house competitions.
<ul style="list-style-type: none">- Dinner time provision enhancement	<ul style="list-style-type: none">- More children are taking up physical activity. Due to the staggering of dinners, children have more room to play a wider variety of games and have more room to be physically active out of choice.- Skipping continues to be a high priority activity within school and is	

<ul style="list-style-type: none"> - SHINE lifestyles 	<ul style="list-style-type: none"> - The club had a great impact on changing a targeted number of children who were identified through questionnaires about PE and Sport, well being and determination and helth. The children reported back that they enjoyed the club and activities and that they were able to understand more about leading a balanced and healthy lifestyle. Something which came from this was that we wanted to start looking at how PE and Physical Activity could thread throughout the whole school curriculum. 	
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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
<p>Returning PE Lead coming into post – training, monitoring and evaluation of subject area. This will be a range of release time to</p>	<p>PE Lead & Staff</p>	<p>KP1. Increased confidence, knowledge and skills of all staff in teaching PE and Sport.</p>	<p>This will ensure that the PE Lead is able to confidently plan the curriculum and ensure that it is being delivered to the right standard through</p>	<p>£6,000</p>

<p>monitor the subject, attend training and locality meetings surrounding PE and Sport.</p>			<p>effective monitoring. This will also have an impact at the end of the year as a through hand over will be able to be completed to a new PE lead.</p>	
<p>Re-employment of PE Specialist to work with staff to continue to develop areas of low staff confidence in teaching PE and change attitudes towards the subject through modelling, team teaching and observations and plan for inter competitions. They will also drive forward initiatives to keep PE profile across school high by keeping the subject prevalent in assemblies and on</p>	<p>Staff and Pupils</p>	<p>KP1. Increased confidence, knowledge and skills of all staff in teaching PE and Sport. KP2. Engagement of all pupils in regular physical activity. KP3. The profile of PE and sport is raised across the school as a tool for whole school development. 4. Broader experience of a range of sports and activities offered to all pupils.</p>	<p>The impact of this is that staff confidence will improve in areas of the PE curriculum that they are struggling with – specifically the staff changing year groups. Children will get a wider range of sports and activities delivered and we will be able to enter more competitions. (Staff Voice)</p>	<p>£4,000</p>

displays.				
Swimming Contribution – children in year 3 will experience swimming this year in addition to the year 4 children. The children will essentially go swimming twice through their school experiences.	Pupils	KP2. Engagement of all pupils un regular physical activity. KP4. Broder experience of a range of sports and activities offered to all pupils.	The impact of this will be that these children will have better water safety awareness, increased swimming skills and water confidence. (Pupil Voice, data)	£3,000
Outdoor Gym Equipment Contribution	Pupils	KP2. Engagement of all pupils in regular physical activity	The impact of this will be that all children will be able to access the outdoor gym during playtimes and thus are more active than prior. Pupil Voice (interviews)	£1,000
CAS Engagement (Creating Active Schools)	Staff, Pupils, Leaders	KP2. Engagement of all pupils in regular physical activity	The impact of our engagement with CAS will be that our school plans and creates a wider environment that enhances Physical Activity	£2,000

			through all areas of the curriculum and within all subject areas and that staff will seek to include physical activity within lessons and across the learning spaces.	
Continued subscription to Complete PE Scheme & Affiliation to the SGO network	Staff, Pupils, Leaders	All KPs	The impact of this is that that staff have a knowledge base to start planning their lessons from and that all the learning is already broken down into small steps. Staff will understand how to sequence lessons and how a sequence fits together with the end outcome for the age and stage of the year group. All children will receive 2 hours of high quality PE every week and all children will develop their physical, cognitive, social and emotional learning.	£200

<p>CPD Opportunities for Staff through the locality network.</p>	<p>Staff</p>	<p>KP1. Increased confidence, knowledge and skills of all staff in teaching PE and Sport.</p>	<p>The training delivered from the network includes those identified within the staff feedback from 22/23 about gymnastic being an area of low staff confidence and dance. The training accessed will allow staff to increase their confidence in these areas of the PE curriculum.</p>	<p>£1,000</p>
<p>Competitive Opportunities within the Doncaster Schools for the MAT</p>	<p>Pupils</p>	<p>KP5. Increased participation in competitive sport.</p>	<p>This will impact the children by giving them another outlet to be competitive and demonstrate skills learnt within lessons.</p>	<p>£500 + additional £500 spending on transport.</p>
<p>Enhanced Equipment for Physical Activity at Break Time and Lessons</p>	<p>Pupils and Staff</p>	<p>KP1. Increased confidence, knowledge and skills of all staff in teaching PE and Sport. KP2. Engagement of all pupils in regular physical activity KP4. Broder experience of a range of sports and activities offered to all pupils.</p>	<p>The children will be more competent in a wider range of sports including diablity sports through the purchase of equipment. Staff will have all the resources to feel prepared for lessons and the</p>	<p>£1,000</p>

			children will be able to fully participate in lessons with minimal to no waiting times for a 'turn on equipment'.	
				PE and Sports Premium Grant: £18,830 Total Spend: £19,200

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>Returning PE Lead coming into post – training, monitoring and evaluation of subject area. This will be a range of release time to monitor the subject, attend training and locality meetings surrounding PE and Sport.</p> <p>Re-employment of PE Specialist to work with staff to continue to develop areas of low staff confidence in teaching PE and change attitudes towards the subject through modelling, team teaching and observations and plan for inter competitions. They will also drive forward initiatives to keep PE profile across school high by keeping the subject prevalent in assemblies and on displays.</p>	<p>The impact of this was that the curriculum was well planned and that the PE lead understood how the subject was left under the previous lead and how to move the subject on at St Michael’s. It meant monitoring of PE was rigorous and next steps were identified as a priority for next year.</p> <p>Children said they felt more confident in the sports and activities that were undertaken with the coaching and support from the specialist than if they had not have had it. Staff said they felt more confident in these areas of sport.</p>	<p>Need to further develop the use of the scheme of learning and look at tailoring this further to our children to ensure depth and breadth.</p> <p>Need to look at this further next year as specialist no longer employed and left school. Where are staff going to get their in house CPD from?</p>

<p>Swimming Contribution – children in year 3 will experience swimming this year in addition to the year 4 children. The children will essentially go swimming twice through their school experiences.</p>	<p>This meant that more of our children attended swimming and a higher number will be able to swim confidently, 25m, by the time that they will leave our school.</p>	<p>Look at further spending to top up swimming lessons for those year groups affected by COVID or those that have gaps through the tracking system.</p>
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<p>Outdoor Gym Equipment Contribution</p>	<p>This enhanced the playground. Children reported, during pupil voice, that they were happy with the equipment and were using it a lot.</p>	<p>Monitor the usage and look at setting weekly challenges on the equipment to keep engagement high.</p>
<p>CAS Engagement (Creating Active Schools)</p>	<p>This has had a massive impact on school. Staff understand more about the importance of keeping lessons active and the implications for children being sat down for too long. We are still investigating this and will form part of our PE action plans.</p>	
<p>Continued subscription to Complete PE Scheme & Affiliation to the SGO network</p>	<p>This meant that school was able to receive all the updates from the locality and enter competitions across the city. The impact of this on the children was that they had an outlet for skills and development in PE lessons.</p>	<p>Evaluate next year scheme of work and decide whether to invest in new?</p>
<p>CPD Opportunities for Staff through the locality network.</p>	<p>This has enabled staff to teach higher quality lessons as monitored through subject leader monitoring.</p>	
<p>Competitive Opportunities within the Doncaster Schools for the MAT</p>	<p>The impact of this was that we were able to enter more competitive opportunities and give more children the opportunity to compete and attend events.</p>	
<p>Enhanced Equipment for Physical Activity at Break Time and Lessons</p>	<p>More children observed to be physically active during play times from staff on duty at these times and with activities set up</p>	

	monitoring numbers	
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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?	62%	<i>This group of children struggled to access swimming lessons due to COVID. We were not able to time table additional swimming lessons with the swimming pool and use additional funds to support this from the premium. A larger than usual number of children, had attended swimming lesson privately.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	54%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>76%</p>	<p><i>Whilst this % is higher than that of those achieving a confident 25m swim, a large number of children could swim confidently across the width of the pool but not the length, specifically surrounding anxiety of the deep end of the pool and low water confidence. The swimming skills demonstrated in shallower water meant a high number of children were able to perform the self-rescue task.</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>Yes/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>Yes/No</p>	

Signed off by:

Head Teacher:	<i>Jenny Birks</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Matthew Walker</i>
Governor:	<i>(Name and Role)</i>
Date:	15/07/2024