



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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| <p>To provide opportunities to encourage a wider number of pupils to engage in more regular physical activity.</p> <p>To consider further ways to improve the health, general fitness and well-being of all pupils.</p> <p>Review and adapt the PE curriculum and enrichment provision to provide students with further opportunities to maintain an active lifestyle and keep physically and mentally healthy</p> <p>To raise the profile of sport to encourage greater participation and to raise general confidence levels and boost self-esteem.</p> <p>Increase the number of different sports that pupils have access too within the curriculum and extra-curricular provision</p> <p>To support staff with their knowledge of the PE curriculum and to enhance their knowledge and understanding of planning and assessment</p> | <ul style="list-style-type: none"> • Pupils enjoyed using the new equipment in lessons and through the introduction of some new sports in lessons allowed them to gain an interest in new activity areas. • Pupils were encouraged to use active travel to and from school, which they started to do in large numbers. • Pupils had access to the bikeability scheme which allowed pupils to become safe and effective bike riders on the road. • Pupils were introduced to some new sports within their lessons and had the opportunity to try new enrichment activities throughout the year through external visitors. • Pupils took part in whole school events which encouraged participation. They also had access to sports partnership events which improved confidence and ability levels. • Staff were given the opportunity to have CPD with Primary steps in PE. They were able to watch examples of different lessons and were shown how to model skills. They were able to have a chance to teach a lesson and be provided with feedback as to what steps they would need to work on going forward. | <p><u>For 2023/24 we aim to:</u></p> <p>Increase the profile of the sports leadership programme within the school.</p> <p>Continue to promote active travel to and from the academy.</p> <p>Have a continued focus on active 60.</p> <p>External visitors/athletes and experience days will be a continued focus next year, with a view to including more active sessions in curriculum lessons through enrichment-based schemes</p> <p>We will continue the on-going partnership with Primary Steps PE. There will be a continuation of monitoring however there will also be specific training for non-pe specialists to enhance their knowledge and there will be whole school training to improve wider aspects such as pace, assessment and monitoring of pupils' skills and knowledge</p> |

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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| To provide effective CPD for teaching staff and teaching assistants. | Primary teaching staff and teaching assistants | Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. | Primary teachers more confident to deliver effective PE lessons and support pupils to develop skills further. This improvement for staff will allow the teaching of effective PE to continue and provide consistency and sustainability. | £5,110 for Primary Steps in PE to deliver CPD sessions. Lesson modelling 6-week units for 3 staff specifically. This will be rolled out next year for all remaining teaching staff. This also includes buying into Primary Steps in PE scheme of work, implementation and staff meetings hosted by Primary Steps as well as subject leader support for the new PE curriculum lead. |
| To introduce sports leader sports sessions at break and lunchtime for pupils. | Lunchtime supervisors/ teaching staff - as they need to oversee the activity. Sports leaders (pupils)- as they will lead the activity. | Key indicator 2 -The engagement of all pupils in regular physical activity and sport | Sports leaders will have training through the sports partnership. Year 5 pupils each year will have access to this scheme and then sports leaders will be chosen to | £432.97 for new playground equipment to be used during these break and lunch times sessions. |

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| <p>To encourage active travel to and from school</p> | <p>Pupils – as they will take part in the activities and lead some of the sessions.</p> <p>Pupils- taking part</p> <p>Staff- monitoring and recording of data</p> | <p>Key indicator 2 -The engagement of all pupils in regular physical activity and sport</p> | <p>lead the activities at break and lunchtime. Students will have access to sports equipment and organised games activities, led by the sports leaders.</p> <p>Students will think more about how they travel to school and how they can make it more active such as walking, biking, scooter etc. This is monitored every day and students’ mode of transport is recorded on a tracker by staff. This will promote active travel going forward.</p> | <p>£667.60 Living Streets- WOW walk to school challenge</p> |
| <p>To increase swimming skills and personal survival for KS2 pupils</p> | <p>Staff- taking the children to the swimming pool.</p> <p>External swimming teachers- from the swimming pool who will lead the swimming lessons</p> <p>Pupils- pupils from year 4-6 will take part.</p> | <p>Key indicator 2 -The engagement of all pupils in regular physical activity and sport</p> <p>Key indicator 3: raising the profile of PE and sport across the school, to support whole school improvement</p> <p>Key indicator 4: Broader and more equal experience of a</p> | <p>All pupils in year 4 to access 6 weeks of swimming paid for using school curriculum (not sports premium).</p> <p>All year 5 and 6 pupils to get top-up swimming lessons to help them to achieve the swimming targets.</p> | <p>Year 4 swimming is paid for using the school curriculum budget. (Not sports premium)</p> <p>£1,410 Top-up swimming for pupils n year 5 and 6.</p> |

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| <p>For all eligible year 5 pupils to take part in the bike ability scheme to improve knowledge of road safety and awareness.</p> | <p>Class teachers- to supervise the bikeability classes</p> <p>Bikeability staff- to lead the training</p> <p>Pupils to take part in it.</p> | <p>range of sports and activities offered to all pupils.</p> <p>Key indicator 2 -The engagement of all pupils in regular physical activity and sport</p> <p>Key indicator 4: Broader and more equal experience of a range of sports and activities offered to all pupils.</p> | <p>Pupils to learn practical skills and understanding of how to cycle on roads. Pupils will learn maneuvers and traffic safety. This will encourage pupils to use their bikes for more active travel and it will give them a life skill.</p> | <p>£489 Lincs Inspire bikeability scheme</p> |
| <p>To allow all classes to access an online Yoga programme (Yogabugs) to be used during the school day to allow pupils to be physically active during the day.</p> | <p>Class teachers and teaching assistants- access to the online programme</p> <p>Pupils- to take part in it.</p> | <p>Key indicator 2 -The engagement of all pupils in regular physical activity and sport.</p> <p>Key indicator 3: raising the profile of PE and sport across the school, to support whole school improvement</p> | <p>Pupils to improve in their physical fitness through improvements to balance, co-ordination, flexibility and strength.</p> <p>It will allow pupils to practice mindfulness and improve mental well-being.</p> | <p>£876 for the Yogabugs online programme.</p> |
| <p>To encourage pupils to aspire to take part in sport and achieve their very best. Athletes in schools visit including a</p> | <p>Staff- in charge of the children.</p> <p>Athletes x 2 from the Athletes in school's company.</p> <p>Pupils- to take part</p> | <p>Key indicator 3: raising the profile of PE and sport across the school, to support whole school improvement</p> <p>Key indicator 4: Broader and more equal experience of a</p> | <p>Pupils to hear from world class athletes as part of a presentation to inspire them to achieve.</p> <p>Pupils to take part in 2 activity sessions, 1 with each</p> | <p>£989 Athletes in schools</p> |

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| <p>presentation and class sports sessions to help inspire pupils.</p> <p>To encourage pupils to improve their overall health and fitness by taking part in the WOW active scheme.</p> | <p>Staff- to supervise students.</p> <p>Premier education staff- to run the programme</p> <p>Pupils- to take part</p> | <p>range of sports and activities offered to all pupils.</p> <p>Key indicator 2 -The engagement of all pupils in regular physical activity and sport</p> | <p>athlete, to gain new skills and challenge themselves.</p> <p>Pupils to take part in 4 sessions throughout the academic year. Each session pupils will perform a number of fitness tests as part of the WOW active programme. Each test will provide a score. These scores will be put into a database to determine improvements that pupils have made. After each session the classes will have certificates for the most improved and best performers.</p> | <p>£3,480 WOW active course delivered by Premier Education</p> |
| <p>To provide pupils with opportunities to experience new activities, after school sessions and workshops.</p> | <p>Staff- to supervise the pupils</p> <p>Coaching staff from premier education- to lead the enrichment sessions, after school sessions and well-being workshops</p> <p>Pupils- to take part</p> | <p>Key indicator 3: raising the profile of PE and sport across the school, to support whole school improvement</p> <p>Key indicator 4: Broader and more equal experience of a range of sports and activities offered to all pupils</p> | <p>Every class in the academy to have a 6-week block of enrichment activities ranging from archery, fencing, dance, gymnastics and multi skills. Pupils will learn new skills within these enrichment blocks and be encouraged to try them outside of school.</p> | <p>£7195 Premier Education enrichment, after school sessions and well-being workshops</p> |

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| <p>To allow pupils the opportunity to take part in competitive sport.</p> | <p>Staff- to organise the pupils</p> <p>External organisers- to lead the events</p> <p>Pupils- to take part</p> | <p>Key indicator 5: Increased participation in competitive sport.</p> | <p>Pupils will also have a chance to attend after-school clubs led by the coaches in a range of different sports.</p> <p>Well-being sessions focusing on diet, sleep, stress, life skills etc. will also be provided for each class to help them to understand how these factors can influence their ability to take part in physical activity effectively.</p> <p>Pupils will get the opportunity to attend events organised by the sports partnership. Pupils will get the chance to join the school football team where they will play competitive matches.</p> <p>Pupils will get the chance to take part in competitive sport within lessons and after school.</p> | |
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| <p>To improve the resources available for PE lessons</p> | <p>Staff – Having access to more resources for lessons.</p> <p>Children – Having access to higher quality equipment.</p> | <p>Key indicator 3: raising the profile of PE and sport across the school, to support whole school improvement</p> | <p>Children in EYFS will be aided in their physical development through the resources and equipment provided for them.</p> <p>Pupils will take part in high-quality PE lessons and be able to use a range of resources to help them on their learning journeys.</p> <p>Separate equipment will be used for PE lessons, EYFS physical development and break time equipment to ensure the equipment lasts.</p> <p>Football goals will also be purchased to support the school football team in their competitive matches against local schools.</p> | <p>£2,787 on PE equipment.</p> |
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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 |
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| <p>To provide effective CPD for teaching staff and teaching assistants.</p> | <p>The on-going partnership with Primary Steps PE has proven very successful this year. The subject leader has had meetings to discuss a plan for Physical Education going forward. There has been effective monitoring of the curriculum, training for non-pe specialists to enhance their subject knowledge, whole-school training for active maths and English and whole school staff training to improve wider aspects such as pace, assessment and monitoring of pupils' skills and knowledge. 3 members of staff each had a 6- week block of modelling lessons and lesson support. This will be rolled out next year for all remaining teaching staff.</p> | <p>Lesson support blocks will be rolled out next year for all remaining teaching staff.</p> <p>Primary steps in PE will continue to offer CPD to all staff.</p> <p>Primary steps in PE will continue to support the subject leader over the year.</p> |
| <p>To introduce sports leader sports sessions at break and lunchtime for pupils.</p> | <p>This has been effective this year through the training of the year 5's provided by the sports partnership and the introduction of sports leaders at break and lunchtimes. They all have a role during these times and will help to facilitate play and activity during these sessions. They all received a sports leader's badge which allowed for them to have a sense of pride in what they are doing. We hope this will continue into year 6 and beyond.</p> | <p>Continue to take part in the sports leader training offered by the sports partnership.</p> <p>Continue to appointment sports leaders in year 5 to lead playground activities at break and lunchtimes.</p> |

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| <p>To encourage active travel to and from school</p> | <p>The pupils have really engaged with the WOW travel to school scheme and we have seen an improvement with active travel to and from school. Children like that they are able to monitor their progress through the use of the tracker system and see their improvements.</p> | <p>Continue to subscribe to the scheme and continue to promote active travel to and from the school throughout the year.</p> |
| <p>To increase swimming skills and personal survival for KS2 pupils</p> | <p>Year 4 pupils took part in their core swimming lessons and year 5 and 6 pupils had access to top-up swimming lessons. Pupils' participation in this was good and they really enjoyed it. We did however struggle with pool closures and cancellations by them on a number of occasions. Therefore, one of the year 5 classes will need to swim again next year for their top-up as this missed a large amount of sessions. Due to living in a coastal area it is important that students have this skill and understanding of water safety. This has been challenging as a large majority of the pupils had never been swimming before their core lessons in year 4 and therefore to try and gain this new skill in a relatively short period of time has proven challenging. However, we feel it is vital to have the top-up sessions to gain at least some knowledge.</p> | <p>Continue to offer 6 weeks of core swimming for year4's.</p> <p>Continue to offer top-up swimming for those pupils in year 5 and 6 who are not meeting the requirements.</p> |
| <p>For all eligible year 5 pupils to take part in the bike ability scheme to improve knowledge of road safety and awareness.</p> | <p>The majority of year 5 pupils took part in this scheme, they only ones who did not take part were the pupils who could not ride a bike as this is a requirement to do the course. They gained a lot from the scheme and were more safe and competent riders at the end of it. This has meant that the students are safer when they travel to and from school and they are actively using their bikes more in their own time.</p> | <p>Continue to offer this scheme to year 5 pupils.</p> |

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| <p>To allow all classes to access an online Yoga programme (Yogabugs) to be used during the school day to allow pupils to be physically active during the day.</p> | <p>Pupils and staff have found this a useful programme to use during the school day to allow for more activity and also to promote mindfulness and improve mental well-being. On the whole Pupils have improved in their physical fitness through improvements to balance, co-ordination, flexibility and strength.</p> | <p>Continue to access the programme for use in school.</p> |
| <p>To encourage pupils to aspire to take part in sport and achieve their very best. Athletes in schools visit including a presentation and class sports sessions to help inspire pupils.</p> | <p>Pupils absolutely loved this day as it provided them with a unique opportunity to meet world class athletes, gain knowledge and expertise from them, learn new skills and push themselves to achieve their best. Pupils had a presentation with the athletes and then tailored sports sessions with them both.</p> | <p>Continue to look into opportunities to provide pupils with new and unique experiences.</p> |
| <p>To encourage pupils to improve their overall health and fitness by taking part in the WOW active scheme.</p> | <p>Pupils engaged very well with this scheme. They were really motivated to improve their scores over time and liked the challenge of trying to become the most improved or best performance in their class. Pupils saw an improvement in their fitness levels and gave them some new skills that they could try out outside of the academy.</p> | <p>We are looking to replicate this programme and produce something within the academy ourselves to reduce the costs.</p> |
| <p>To provide pupils with opportunities to experience new activities, after school sessions and workshops</p> | <p>Pupils in each class were able to have a 6-week block of enrichment activities ranging from archery, fencing, dance, gymnastics and multi skills. Pupils learned new skills within these enrichment blocks and were encouraged to try them outside of school. Pupils have had the chance to attend after-school clubs led by the coaches in a range of different sports. Well-being sessions were run with the classes and focused on</p> | <p>Continue to work with outside agencies to offer enrichment activities for the pupils.</p> |

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| <p>To allow pupils the opportunity to take part in competitive sport.</p> | <p>diet, sleep, stress, life skills etc. Pupils really enjoyed these sessions and were very worthwhile.</p> <p>We have continued to invest in the North East Lincolnshire Sports Partnership, which has supported participation in a wide range of sporting events. This following are examples of events are pupils have participated in this year: Indoor Athletics, KS1 and KS2 Dance Festival, Panathlon and a number of boys and girls football competitions. These have been a combination of engagement events and also competitive based.</p> | <p>Continue to invest in the North East Lincolnshire Sports Partnership.</p> |
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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> |
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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? | 53% | Many of the current Year 6 cohort were working years behind the appropriate level when they began their school swimming lessons in Year 4. The majority of children have made good progress with their swimming, despite some not being able to swim confidently over at least 25m. The local swimming pool also encountered problems throughout the year with water temperature and staffing issues which meant that some of the swimming lessons were delayed/missed. Furthermore, many of the current Year 6 cohort have below 95% attendance meaning that over the course of the year, some children missed their planned sessions. |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? | 53% | As above, many children were working years behind their expected swimming levels when they first began swimming at school. A range of swimming strokes were taught by the local swimming staff and children had the opportunity to learn and develop their abilities in these strokes. For the most part, the children who could confidently swim at least 25m were able to do so using a variety of taught strokes. |

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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>100%</p> | <p>Safe self-rescue techniques were taught over the course of the swimming lessons. As water safety is of vital importance, the instructors ensured all children were able to perform self-rescue techniques safely.</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>Pupils in year 5 and 6 were provided with additional top-up sessions after their core lessons. Due to living in a coastal area it is important that students have this skill and understanding of water safety. This has been challenging as a large majority of the pupils had never been swimming before their core lessons in year 4 and therefore to try and gain this new skill in a relatively short period of time has proven challenging. However, we feel it is vital to have the top-up sessions to gain at least some knowledge.</p> |

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| <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>The sessions are taught by the swimming teachers at the hired pool.</p> <p>This is something we would like to look into going forward.</p> |
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Signed off by:

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| Head Teacher: | Rachel Clarke |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | Jordan Gibbon, Curriculum leader of PE. |
| Governor: | Laura Dolby, parent governor |
| Date: | 26.07.2024 |