The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

Commissioned by

Department for Education

Created by

association for Physical Education

YOUTH SPORT TRUST

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 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.

The five indicators against which the Scorecard measures your school's PE, sport and physical activity are:
1. Activity Engage all children in at least 30 minutes of physical activity a day at school and inspire a further 30 minutes at home.
2. Elevate PE, school sport and physical activity as a tool for whole-school improvement.
3. Support staff development in the effective teaching of PE and sport.
4. Encompass a broad range of sports and activities to develop children's skills and expand interests.
5. Create opportunity for competition and, in turn, inspire teamwork, perseverance, empathy and tenacity.

The extent to which you are fulfilling these five areas determines your Scorecard results.

At Sunningwell we hope to ensure that we address the five key indicators to ensure that all our children have accesses to, and engage in, daily physical activity leading to increased PESSPA participation and skills development.

Activity/Action	Impact	Comments
Maintaining Platinum Award - Ensure all children have access to regular PESSPA - Increasing participation in PESSPA - Addition of new sports activities	High level of participation by all children including SEND Increase in fitness levels Increase in skills Positive outcomes of fixtures Low obesity rates	In addition to competing (see below) all children had regular PESSPA opportunities. Some of these were organized, for example Taekwondo sessions for KS2, whilst others were run on a much more casual basis. Both have positive effect on engagement,

- Ensuring inclusion		increased fitness levels and skills development.
All children participated in competitive sports.	Opportunities have included - Sports day – all children - Wimbledon (tennis competition) – all children given opportunity - Quad kids – KS1 and KS2 teams included - Cross Country – KS2 - Hockey – KS2 - Swimming competition – KS2 - Cricket – whole school - Netball – KS2 - Football – KS1/KS2 - NFL – KS2 - Tag rugby – KS2	Some of the participation in the range of sports is reliant upon our Sports Lead organising and running leagues. For example, the 'Partnership Small School Football League'. Others could not happen with our Sports Lead liaising with our local partnership and supporting events by refereeing, etc. Enabling this participation requires funding.
Staff worked with skilled sports lead (who continued to develop her own practice) and coach to develop PESSPA across the school.	Increased levels of staff competence and confidence to lead and support PESSPA	Two staff members have increased their knowledge and skills to enable them to deliver high-quality, inclusive PE lessons.

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
1. Activity Engage all children in at least 30 minutes of physical activity a day at school and inspire a further 30 minutes at home. 2. Elevate PE, school sport and physical activity as a tool for whole-school improvement. 3. Support staff development in the effective teaching of PE and sport. 4. Encompass a broad range of sports and activities to develop children's skills and expand interests. 5. Create opportunity for competition and, in turn, inspire teamwork, perseverance, empathy and tenacity. The extent to which you are fulfilling these five areas determines your Scorecard results. At Sunningwell we hope to ensure that we address the five key indicators to ensure that all our children have accesses to, and engage in, daily physical activity leading to increased PESSPA participation and skills development.				
1. To include a daily early morning activity which is accessible to all children – skipping, walking or similar.	Pupils Teachers and (HL)TAs empowering them to lead and participate in these activities with children.	Key indicator 1. The engagement of all pupils in regular physical activity Key indicator 2. Elevate PE, school sport and physical activity as a tool for whole-school improvement.	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.	Resources (Included in point 3) Care of pitches/field £1260

2. For staff to support children to become sports leads, enabling all children to participate in daily physical activity during breaks.	All children Sport leads – enabling them to build on leadership skills. Other children, as they will benefit from activities led by the older children.	Key indicator 2. Elevate PE, school sport and physical activity as a tool for whole-school improvement.	An adult sports lead will need to support the children to become sports ambassadors. It is hoped that once trained these children can demonstrate the qualities needed, thus inducting younger members of the school to take on the roles.	£1800
3. To ensure that a staff member is given time to - support and lead sports within the school - promote physical activity across the school - liaise and organise events with local and national sporting groups - advise and support staff across the school	All children are engaged in high quality learning in PESSPA which leads to increased levels of fitness, enjoyments of PESSPA and understanding of a range of sporting and physical activity.	Key indicator 2 -The engagement of all pupils in regular physical activity. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key indicator 5: Increased participation in competitive sport.	This is an action that needs continued financial support as fixtures and sporting opportunities need to be continually sought so that all children are engaged in high quality learning in PESSPA which leads to increased levels of fitness, enjoyment of PESSPA and understanding of a range of sporting and physical activity and opportunities.	Dedicated sports lead time - £5950 Fixtures - £450 Resources and equipment - £2520 Transport for swimming £990

4. For the sports lead and coach to support other staff members to become competent and confident leads of Physical Education and sport for their phase.	Teachers and HLTAs leading PESSPA to impact on children's	Key Indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	Primary teachers become more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, including teaching water safety and swimming and as a result improved % of pupil's attainment in PE.	£1995 for staff members to undertake CPD with sports lead/coach. Dedicated swimming CPD £150
5. Time for the SBM to seek out and purchase resources, including transport for fixtures, swimming facilities for groups to attend.	Enables children to access equipment and resources Ensures children are transported to fixtures/ activities in a safe and timely manner.	Key indicator 5. Creating and supporting opportunities for children to participate in PESSPA.	This is something that requires constant funding to ensure that equipment and resources are maintained and renewed effectively and that fixtures are supported appropriately.	SBM time £1320

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
- Having a full-time sports lead to promote physical activity, to seek opportunities for children to participate in sporting fixtures locally and nationally and to support all staff members to develop their knowledge and skills in PE. - Engaging in high quality CPD and cascading this knowledge across the school. - Having a part-time sports coach to ensure quality provision in PE and extend provision beyond the school day. - Developing sports leads in KS2 to support physical activity across the school. - To purchase high-quality equipment to enable all children to participate in regular physical activity and encourage development of fitness and skills. - To maintain equipment to a high standard for both safety and environmental reasons. - To purchase medals and cups to celebrate achievements and encourage participation.	High participation in all lessons Low obesity levels - All children participate in daily physical activity. - There is high participation in PE lessons by all pupils. - The level of obesity in our pupils is approximately 5% - significantly lower than national figures. - KS2 children have had opportunities to be part of a range of teams and events including tennis, cross-country, NFL, football, swimming gala, netball and athletics. - KS1 have further developed their dance skills including expressive and country dancing. - Children from Rec -Year 6 participate in an after-school football club. - Sports resources and facilities are well maintained and encourage participation.	- We feel that having opportunities to be involved in PESSPA not only impacts on our children's physical development but also their mental health. - There are high expectations of the behaviour of children who are chosen to represent the school in teams. Children understand that poor behaviour may lead to them being excluded from selection. - We have had a number of children from other cultures join us in the last year who do not appear to have had much experience of sports. They have begun to assimilate into the 'playground teams'. The sports lead has encouraged this by including the children in teams for local fixtures. In addition, the sport lead has also directed and supported some to be involved in local sports clubs.

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

Question	**Stats:**	**Further context** **Relative to local challenges**
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	100%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	90%	Children would normally have a 10-week programme in Year 3 and Year 4 of our school. If children join us in Year 5 or Year 6, they may not have these skills.

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	90%	One Year 5 child was sent to the swimming lessons with the younger class last year to ensure that she learnt this skill.
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	Not applicable
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes	Two staff members have undergone swimming training. £110 (2 x £55)

Signed off by

Head Teacher:	Name Anita Leech
Subject Leader or the individual responsible for the Primary PE and sport premium:	Name and Job Title Jill Nutt (Sports Lead)
Governor:	Name and Role Tim Myatt (Chair of Governors)
Date:	22/07/2024