



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 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
<p>PE, sport and physical activity is visible in the school (assemblies, notice boards, school website, Ping messages, pupil reward and recognition of pupils)</p> <p>KS1 and KS2 Skipping School Festivals encourage children to skip at break times, lunch times and brain breaks.</p> <p>-Sports Ambassadors are elected at the start of the year -Sporting role models are used in other areas of the curriculum such as inspiring non-fiction writing, in Black History Month and International Women's Day.</p> <p>- Buy into the West Leeds School Sport Partnership which provides the following opportunities:</p> <ul style="list-style-type: none"> • Competitions across West Leeds • CPD programme • PE Subject Leader days • Membership of the Leeds Rhinos Foundation • Advice and support • Youth Sport Trust and Association for PE Primary Memberships • One day a year of Charlie Pyatt's (SGO) time 	<p>PE, sport and physical activity have a high profile in the school.</p> <p>There is PE, sport and physical activity ethos and culture in the school and there is evidence of PE, sport and physical activity being used across the school to support whole school priorities. Sports Ambassadors are a key part of Pupil Voice.</p> <p>There is strong leadership and management of PE, sport and physical activity. The PE Subject Leader is highly skilled, able to motivate staff and has the support of the headteacher, staff, governors, pupils and parents.</p> <p>PE, sport and physical activity have a high profile and are celebrated across the life of the school. It is celebrated and included in school newsletters, assemblies, on our website and is featured on school noticeboards. Pupils are rewarded with School Games Values certificates.</p> <p>The Sports Ambassadors have chosen a School Games Value to be focused on in PE lessons by teachers and a competition was run to design the new logos for the SGV certificates.</p>	<p>A lot of the leadership and pupil voice work, which the children do as Active Leaders and Sports Ambassadors, fed into a very successful Ofsted in November 2023.</p>

<p>- Continue to develop the use of PE Hub planning and develop an assessment system to run alongside it</p> <p>Link the School Games Values to the school's core values to raise the profile of these and create a more holistic way of assessing PE lessons and not just a skills-based approach.</p>	<p>The importance of personal development (physical skills, thinking skills, social skills and personal skills) is prevalent throughout PE, sport and physical activity. Pupils learn to respect and work with each other, exercise self-discipline and act in a safe and sensible manner.</p> <p>Pupils demonstrate:</p> <ul style="list-style-type: none"> *Fairness and respect *Resilience *Leadership *Excellent communication skills *Trust *Tolerance *Independence *Cooperation *Loyalty *Acceptance of responsibility <p>These are rewarded in assemblies with School Games Values certificates, swimming certificates and Star of the Week certificates.</p> <p>Evidence of the above was shown at Sports Day where the older children were exemplary leaders and showed patience, tolerance and understanding towards the younger children and children with SEND.</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
<p><i>Continuing to be part of Leeds Well Schools Partnership and Leeds Rhinos Foundation providing CPD for teachers.</i></p>	<p><i>All children and staff.</i></p>	<p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i></p>	<p><i>Staff become more confident at teaching a wider range of PE skills. Children being taught by teachers with a wider range of knowledge and skills and the children making more progress in lessons.</i></p>	<p><i>Leeds Rhinos Foundation SLA £2,000 Leeds Well Schools SLA £ 1,300</i></p>
<p><i>Further develop our Active Leaders lunchtime programme.</i></p>	<p><i>Y6 children who are Active Leaders and children in years 1-5 who benefit from the games run by the leaders.</i></p>	<p><i>Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</i></p>	<p><i>More pupils meet their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</i></p>	<p><i>Playground equipment £1018.50</i></p>

<p><i>Have workshops from Skipping School and take part in the local skipping festivals.</i></p>	<p><i>Y2 and Y4 children will take part in the skipping festivals and children from Y1- Y6 will have ropes available to them in classes.</i></p>		<p><i>Children become competent skippers and practice skills throughout school day. All children have a skipping rope and have skipping breaks.</i></p>	<p><i>Y2 Skipping workshop and festival £350</i></p>
<p><i>All children to experience Forest School to benefit their physical and mental health.</i></p>	<p><i>Provide every class in the school, including Nursery, a Forest School session once a week for a half term. This will link in with the curriculum.</i></p>		<p><i>More pupils meet their daily physical activity goal, more pupils enjoying spending time in a natural environment and learning new skills.</i></p>	<p><i>Y4 Skipping workshop and festival £350</i></p> <p><i>Chevin Forest school £1,260</i></p> <p><i>£360 for yoga teacher</i></p>
<p><i>Wheels Week in May and Mental Health Week in February.</i> <i>Danny Evans, professional basketball player, visited school to inspire children.</i></p>	<p><i>Children from Y1 to Y6</i></p>	<p><i>Key indicator 3: the profile of PE and sport raised across school.</i></p>	<p><i>By talking about nutrition, training, mental health and resilience, the athlete inspired many children to make the right choices.</i></p>	<p><i>Danny Evans £650</i></p>

<p>Offer a wider range of sports to a wider range of children at after-school clubs.</p>	<p>Children from Y1 to Y6</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>59% of KS1 and 72% of KS2 children attended after school clubs.</p> <p>Survey children to see which clubs they would like for 2024-25.</p> <p>SEND children attended these events: Pickleball, Panathlons and Bowling.</p>	<p>£1,815 for dance and gymnastics coach</p> <p>£5,680 for football and cricket coach</p> <p>M2 resources £40</p> <p>Circus skills teacher £450</p>
--	-------------------------------	---	---	---

<p><i>Pay for transport to enable a wider range of children to attend local and city-wide competitions at different levels including SEND.</i></p>	<p><i>Children from Y1 to Y6</i></p>	<p><i>Key indicator 5: Increased participation in competitive sport.</i></p>	<p><i>50% of KS1 and 68% of KS2 children represented the school in competition.</i></p> <p><i>This has increased the children's confidence and resilience at trying something new and learning how to win and lose</i></p>	<p><i>£2536.80 coach/minibus travel to and from competitions</i></p> <p><i>Supply for PE teacher to attend competitions £404</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>More children attending competitions.</p> <p>Y6 girls who did not attend clubs or engage in PE lessons were invited to attend the M2 running club, culminating in a 5K Park Run and a celebration day at a Sailing and Activity Centre.</p> <p>Targeting children who do not attend after-school clubs and competitions and taking them to competitions within the school day.</p>	<p>Increased resilience and application of all the School Games Values.</p> <p>The Y6 M2 programme enabled inactive Y6 girls to try new sports and had a big impact on their confidence, behaviour and attitude towards others. It solved many friendship issues amongst the girls in that year group.</p> <p>Mean percentage of KS1 and KS2 attending competitions in 2022-23 = 53%</p> <p>Mean percentage of KS1 and KS2 attending competitions in 2023-24 = 61%</p>	<p>A lot of the leadership and pupil voice work, which the children do as Active Leaders and Sports Ambassadors, fed into a very successful Ofsted in November 2023. This has continued throughout the year, with more Active Leaders being trained for next academic year.</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?	44%	<i>When our children start swimming lessons in Y3, most of them have never been in a swimming pool before. This cohort missed a lot of their swimming lessons in Y3 due to covid, so we had very low numbers of swimmers by the end of their curriculum time. Since then, most of the cohort have not been swimming since, plus we had 5 children who had joined us since Y3 who had never been swimming before. Despite this, many children made fantastic progress in their Y6 top up lessons.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	22%	<i>The 2023/24 Y6 cohort needed many more top up lessons to become confident at a range of strokes, after having missed so much of school's swimming provision during Year 3.</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>22%</p>	<p>Being able to swim is not seen as a priority by many of the families in our community, so school instruction is key. In response to the low outcomes for the 2023/24 cohort, school is revising its swimming curriculum offer for 2024/25 in light of what we believe will be a better-balanced approach, splitting swimming tuition across year 3 and year 6.</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>No</p>	<p>We provided top up sessions by changing our existing provision slightly as we did not have enough staff to cover extra top-up 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>We use staff from the swimming pool, plus our specialist PE teacher to teach swimming and water safety, so this was not required.</p>

Signed off by:

Head Teacher:	<i>Kim Buck</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Alexandra Reddish, PESSPA Subject Leader</i>
Governor:	<i>Chris Hudson, Chair of Governors.</i>
Date:	<i>18th July 2024</i>