



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
Increase physical activity during break times.	Equipment was purchased and young sports leaders were trained up to encourage more children to take part in specific physical activity during break times.	It was noticeable that more children were focused during playtimes and enjoyed playing with different year groups across the school.
Increase the access of resources for Foundation Stage.	Children were much more confident in using a range of resources in the outdoor area of Foundation Stage. 79% of children achieved Age Related Expectations compared to 70% who achieved GLD.	This needs to continue next year and also have a focus on fine motor skills.
To celebrate and praise the successes and achievements of children.	As more and more children were praised for their successes it encouraged more children to take part in a range of activities.	Praise was given more over social media than in school so this is something that will be looked at this year. More assemblies will be carried out where children are recognised for their achievements.
Children to be able to use IT equipment to record skills and analyse / self assess their PE skills.	Children became much more confident in self assessing in PE and moving their learning forward.	The IT equipment should be used again this year but much more peer assessment should be used in order to move learning forward.

<p>Staff to receive ongoing CPD by attending practical and planning meetings led by the PE team or external agencies.</p> <p>Continue to offer a wide range of sports both within and beyond the curriculum so more pupils are involved.</p>	<p>Staff much more skilled in the teaching of gymnastics after training received from external agencies. All staff were observed in the teaching of PE and feedback given from PE team and Head of School.</p> <p>A wide range of events were attended for Engage, Develop and Compete events across the city.</p>	<p>Training is also showing through previous years. PE sessions were also used in staff meetings when PE weeks were being organised. We also had training from Hull Active Schools on physical Literacy and we will be a lead school on this project next year.</p> <p>This will continue in the next academic year alongside Hull Active Schools.</p>
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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
Provide a consistent approach to the teaching of PE so that all staff follow the same progression.	All staff	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school.	£299 – PE planning
Have an increase amount of children participate in competitions. Having more active lessons on a daily basis.	All children	Key indicator 5: Increased participation in competitive sport. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.	£1440 -Hull Active Schools £7620 – transport costs
Introduce lunchtime sport sessions/activities for pupils.	Pupils that are both leading and taking part in the activities. All lunchtime staff.	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.	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.	£500 - resources

Upskilling teachers	Primary early year careers teachers and teachers new to main stream.	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school.	£4832.22
To ensure that the Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres.	Year 6	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Children are much more confident swimmers.	£2225
Organise specific learning experiences for the year 6 children to take part in.	Year 6	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Children have experienced a wider range of activities which may lead to them wanting to continue a new sport. It also helps them be more physically active.	£2033.78

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>Provide a consistent approach to the teaching of PE so that all staff follow the same progression. Upskilling teachers</p> <p>Have an increasing number of children participate in competitions.</p> <p>Having more active lessons daily.</p> <p>Introduce lunchtime sport sessions/activities for pupils.</p> <p>Organise specific learning experiences for the year 6 children to take part in.</p>	<p>All the teachers are much more confident in the teaching of PE for the current year group that they are working with.</p> <p>An extra 21% of children participated in competitions throughout the year</p> <p>Due to CPD staff have become more confident in using active lessons.</p> <p>Children were more engaged in physical activity, and they were attending regularly. The sports leaders, alongside trained staff have become more confident in leading sessions. Activities are on every day both outside and within the sports hall leading to more children achieving 60 active minutes.</p> <p>All of the year 6 children took part in an outdoor adventure activity of tree climbing. Some of the children overcame their fears of heights and were enthusiastic about taking part in the activity. This</p>	<p>Many staff are moving year groups next year so this will need to be continued so that they are upskilled in the particular year group they are with.</p> <p>This still is not consistent across the whole school due to challenging classes. Due to some of the severe needs that we have with some children it did not have impact on behaviour that we felt it would have.</p> <p>Due to timetabling of the PE Coordinator more specific skilled sessions will be held over the lunch period.</p>

was a new activity that the children had not taken part in before.

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?	86%	<i>1 child attended all the lessons but had a different excuse to why they could not get in the pool. 1 child was absent due to unforeseen circumstances.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	86%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>96%</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>21 out of 56 children did not pass the expectation in year 4 but due to using the Primary PE sports premium funding 49 children then passed the swimming expectations.</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>As a school our teachers do not teach the swimming curriculum we pay private providers. We are still in charge of the monitoring process.</p>

Signed off by:

Head Teacher:	<i>Jaime Pearce</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Rob Moy</i>
Governor:	<i>Paul Johnson</i>
Date:	8.7.24