



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
Engage pupils in regular physical activity.	<ul style="list-style-type: none">• High pupil numbers for wake up shake up (8-15 pupils per day)• High engagement from pupils at wake up shake up.• Children enjoy coming• Staff from Fisical delivering PE lessons linking to Ben Rhydding's long term plan• National Curriculum objectives covered throughout all Year groups• Fisical have worked across all Year groups from Reception to Year 6 and will continue to deliver lessons to all in a cycle.	

Develop active lunchtimes for pupils

- Active lunchtimes happened every lunchtime but specifically with outside support two lunchtimes a week.
- New sports equipment and zones promoted better inclusivity of activity at lunchtimes.
- Pupil responsibility encouraged through Year 4 equipment monitors (30 pupils)
- Reduction in first aid incidents in school from previous year
- A range of sports leagues were participated in by a range of pupils across KS2.
- Athlete visit generated X amount for school sports equipment which was spent reflecting sports covered in our new long term curriculum plan
- School have accessed tournaments run by Fisical in Esholt which gives the children a sense of achievement showing the skills they have learnt in PE lessons with Fisical outside the school environment.

Raise aspirations and sporting experiences for pupils

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>Develop safe, active and inclusive playground activities and before school provision by:</p> <ul style="list-style-type: none"> • Providing active lunchtimes • Investing in a range of sports and games equipment • Providing a clear varied zones for developing key skills 	<p>Pupils across school</p> <p>TA's and staff are impacted by more inclusive lunchtimes resulting in more positive behaviour and self-management by pupils decreasing work load.</p>	<p>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.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<ul style="list-style-type: none"> • Children associate lunchtimes with physical activity • Increased physical activity, expenditure of energy. • Increased opportunity for imaginative play and collaboration • Exposure to a range of sporting techniques and games. <p><i>Sustainability: Replenish equipment and evaluate impact of Zones. Planned modelling of sports games by Fisical for school staff.</i></p>	<p>PPA Cover £4,672</p> <p>Lunchtime Cover from Fisical Sports Provider £1,971</p> <p>Lunchtime Play Equipment £362</p> <p>Wake Up and Shake Up £3,078</p> <p>Total Costs for Action: £10,083</p>

<p>Develop a broad PE curriculum which builds on skills progressively and connects school learning values to PE.</p> <ul style="list-style-type: none"> Investing in outdoor education opportunities, equipment and CPD Introduce a new long-term plan which builds on skills. Explicitly link elements of PE curriculum to learning values including sportsmanship, respect and empathy 	<p><i>Pupils across school; understand how skills they learn progress through school and which</i></p> <p><i>School staff: teachers and TA's; increased understanding of how to build outdoor and adventurous activities into curriculum.</i></p>	<p>Key Indicator 1: Increased confidence, knowledge and skills of all staff teaching PE and sport.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Forest schools and outdoor education equipment enhance the national curriculum which includes swimming.</p>	<p>Children have more opportunities to practice collaborative skills which enhances social, emotional and cognitive development as well as physical dexterity.</p> <p>Children build skills more deliberately; therefore children can articulate why they are learning a skill and transfer their understanding from one year to the next</p> <p>Children can talk about the underlying values that underpin sports i.e. responsibility, listening, empathy, courage.</p> <p><i>Sustainability: A long-term plan established and updated regularly and staff CPD ensures correct implementation.</i></p>	<p>Forest School Year 5 £1,080</p> <p>Swimming Charges £2,364</p> <p>Outdoor Education equipment and CPD £2,606</p> <p>Total Costs for Action: £6,050</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
<i>Develop safe, active and inclusive playground activities and before school provision</i>	Zones were revised to develop more equity for all year groups in access to the pitches for invasion games. Miss Stead attended training during Summer Term in developing inclusive lunchtimes. Fisical to produce an Impact Report regarding Wake up and Shake Up Provision in Sep 2024.	Next Steps is to develop clearer whole year plan of outside lunchtime provision and lunchtime activity boxes which engender a more diverse and inclusive outside experience for pupils i.e. imaginative play, circus skills etc.
<i>Develop a broad PE curriculum which builds on skills progressively and connects school learning values to PE.</i>	A long term curriculum plan has been devised and shared with PE providers Fisical who have been delivering part of PE provision this year in Year 3 ad 4 and Year 1 and 2. We have purchased and introduced problem solving games into PE lessons and Sports Day which have challenged pupils and developed their social/emotional, physical and cognitive skills. Staff were also trained in a CPD session on implementation.	The progression of PE will be a School Improvement. We will also be exploring how we can make learning values more explicit across school and will link this to PE lessons. From September 2024 we have brought into all year groups using Fisical for part of PE provision.
<i>Raise the profile of physical and outdoor education</i>	IGS league has provided sports opportunities after school as well as developing a lunchtime net ball club for Year 5 and 6 run by Miss Stead and Mrs Wigglesworth. Sports England Athlete (Paraathlete) attended school in Summer 1, raising funds for school PE equipment and addressing stereotypes regarding paraathletes and inclusion in high level sport.	

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?	93%	<i>3 pupils not completed the 25 metres. Details below.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	93%	<i>3 pupils not completed a range of strokes. Details below.</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>83%</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>3 pupils who did not pass swimming requirements last year have attended swimming lessons alongside Year 5.</p> <p>2 out of 3 of these pupils attended majority of swimming sessions, however due to safeguarding/anxiety these pupils were unable to complete the requirements. Advice was sought from Swim England and though mitigations suggested to make swimming possible, there was considerable resistance form home due to ill health of parent and anxiety of the child.</p> <p>1 child did not attend swimming lessons due to Eczema. A doctors note was provided and Swim England were consulted in how to engage with parents. Therefore dry side activities and lessons were provided to go some way to providing the knowledge of water safety. Contact was made with Ilkley Grammar, to inform them of the context of this child.</p>

Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	N/A – Swimming lessons are taught through trained swimming teachers at Ilkley Lido.
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Signed off by:

Head Teacher:	<i>Peter Timms</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Peter Timms/James Pellow</i>
Governor:	<i>Nick Crannigan</i>
Date:	11/07/24