



# 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, SchoolSport 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
Sports project delivering quality first PE and working alongside teachers and TA's	Whole school curriculum long term plan to cover all curriculum requirements.  Afterschool clubs for all children covering a range of mainstream and non- mainstream activities. After school clubs full and some have been rerun to allow all children to attend. Children have been exposed to mainstream and other sports and are more active - street hockey, rugby, football, cricket, American flag football, cheerleading, circus skills, dancing, musical theatre performance.  Taster sessions in all sports and activities prior to after school club running allowing children to try alternative activities	The school now has a curriculum document for all year groups to follow to ensure that the whole curriculum is now being taught.  Continue and develop after school clubs to give access to more children and more sports.  All children access and participated in all sports session for 30 mins. Some children discovered talents they didn't know they had.
Outdoor learning (special tuition)	All children in school experienced using the outdoor school environment for learning. Outdoor resources used fully and environmental issues brought to life. Knowledge of the wider world inspired the children.	Develop and upskill teachers to help deliver part of the outdoor sessions.

<p>Focused group working on Mental wellbeing through sport.</p>	<p>PP / SEN / challenging children grouped with some role model children to work on strategies for coping. Children have been actively using strategies in class and during outside play to cope with different situations, changing the mindset of some.</p>	<p>Continue to develop this area of PE and mental health and look to extend into the gifted and talented children.</p>
<p>Chippenham sports partnership</p>	<p>¾ of KS2 children attended cross country festival  Rugby festival  Football festival (mixed)  Football festival (girls)  Dynamo cricket mixed festival  Dynamo cricket girls festival  Quick sticks hockey  Multi skills festival  High 5 netball festival  NAK (SEN event)</p>	<p>Children from across the school have experienced competition sport through festivals.</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
<i>Introduce lunchtime sports coach at lunchtime / break to engage pupils.</i>	<i>Lunchtime supervisors / teaching staff, coaches - as they need to lead the activity for pupils – as they will take part.</i>	<i>Key indicator 5 - 60 minutes of physical activity per day, of which 30 minutes should be in school.</i>	<i>More pupils are physically active.</i>	<i>Part of payment to Sports Project £8568 (£30 x 39 = £800)</i>
<i>Extend sports / activities available for afterschool clubs with taster sessions in school before the club starts</i>	<i>All children, Parents and staff</i>	<i>Key indicator 4 Extending access to a broader range of sports</i>	<i>Number of children attending clubs regularly</i>	<i>Parent pay</i>
<i>Continue 2 x 1 hr intervention sessions per week.</i>	<i>PP / SEN / behavioral children / disengaged children and those children that can be used as role models</i>	<i>Key indicator 1 Focusing on mental health and wellbeing using strategies of coping and applying them to school life.</i>	<i>Children will have positive role models and strategies to help them cope with school life.</i>	<i>Sports Project £1600</i>
<i>Sports coach teaching across the school quality first PE sessions with TA training.</i>	<i>Children receiving quality first teaching. TAs receiving professional development through engagement</i>	<i>Key indicator 3 Increased confidence, skills and knowledge in all staff teaching PE and sport.</i>	<i>Skills learnt can be applied in the classroom and at lunch time as TA's are also MDSA's.</i>	<i>Sports Project £6168</i>

<i>Re-join Chippenham Sports Partnership</i>	<i>All children and teachers</i>	<i>Key indicator 2 All classes attend at least one organised activity. Festivals attended Assess to new opportunities through PLT meetings</i>	<i>All children increase activities and experience participation in sporting activities.</i>	<i>£3500</i>
<i>Introduce whole school skill progression</i>	<i>All teachers and children</i>	<i>Key indicator 2 Teachers teaching skills in each lesson from the skill development.</i>	<i>Skills will be progressive from foundation to year 6.</i>	<i>Within Sports Project costs</i>
<i>Introduce long term planning of sports and activities for each year group</i>	<i>All teachers and children</i>	<i>Key indicator 2 Teachers teaching one sport and Sports coach teaching other sport each term (2 sessions)</i>	<i>All children will be taught all PE areas across the year.</i>	<i>Within Sports Project costs</i>
<i>Top up swimming for Year 6 non-swimmers</i>	<i>Year 6 non-swimmers.</i>	<i>Key indicator 1 Engagement of pupils in regular physical exercise (life skill)</i>	<i>Raise the profile of swimming with children to ensure they have the minimum requirement.</i>	<i>£8 per session x 12= £98</i>
<i>PLT meetings + teacher release for festivals</i>	<i>Teachers and children</i>	<i>Key indicator 3 + 5 Increase knowledge, confidence of staff. Increase participation in competitive sport</i>	<i>Children able to attend festivals and children have access to new / different sports due to network meetings and connections</i>	<i>£1000 PLT half days x 3 4 x full days for festivals</i>

Forest school sessions Term per class (specialist teacher)	Teachers and children	Key indicator 4 Broader experience of activities	Children making the most of outside environment	£3150
Update and improve equipment	Teachers and children	Key indicator 2 Raise profile of PE and sport across the whole school	Develop huff and puff equipment to get children more active at lunch time. Replace and extend existing PE equipment	£1000
Talent team and All Active Academy	Gifted and talented and keen sports children but often over looked	Key indicator 1 Engaging all children in PE and sports.	Give children the incentive to participate with like children in broader activities	£250
Sports day	All children	Key indicator 1, 2, 4 and 5	Medals to inspire runners to compete	£70



## 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><i>Introduce lunchtime sports coach at lunchtime / break to engage pupils.</i></p>	<p>Children more active during playtime and engaged by an adult. Majority of the children are playing co-operatively with each other and keeping busy.</p>	<p>Continue to develop the activities to include more club like activities at lunch time. Develop play leaders so the older children working with the younger children.</p>
<p><i>Continue 2 x 1 hr intervention sessions.</i></p>	<p>Children have been able to apply learnt strategies to general school life to improve engagement and behaviour / learning attitudes. Some specific children have shown improved attitude towards class learning.</p> <p>Teachers have also been able to adopt the positive language used in the sessions into the classroom.</p>	<p>Role model children have really expressed that they have enjoyed being part of the group. Continue the approach but extend to include gifted and talented children.</p>
<p>Extend sports / activities available for afterschool clubs with taster sessions in school before the club starts</p>	<p>The afterschool clubs have been undersubscribed this year and attendance has generally been poor from KS2 children in particular.</p> <p>KS1 and foundation children have attended clubs regularly and parents have been generally pleased with delivery of clubs.</p>	<p>Talking to KS2 children and parents there has been a reluctance to attend clubs for the following reasons:</p> <ul style="list-style-type: none"> <li>- cost</li> <li>- KS1 and KS2 children being in the same club</li> <li>- Clashes with existing clubs outside of school</li> <li>- Not challenging enough</li> <li>- Not linked to competitive teams and festivals</li> <li>- Taster sessions did not inspire the children and they didn't feel challenged.</li> </ul> <p>New PE providers next year and clubs offered linked to Year groups and festivals. Costs will also be reduced for parents.</p>



<i>Sports coach teaching across the school quality first PE sessions with TA training.</i>	Lessons have been well structured with more time spent doing than listening to instructions. Skills have been progressive and lessons have progressed to small sided games. TA's have been upskilled in delivering and engaging with the children in different activities.	New providers next term so now working with them to ensure smooth change over.
<i>Re-join Chippenham Sports Partnership</i>	<p>Access to festivals</p> <p>75% of KS2 children attended cross country festival</p> <p>Rugby festival – semi final</p> <p>Football festival mixed – 2<sup>nd</sup> in group</p> <p>Football festival girls – 3<sup>rd</sup> in group</p> <p>Dynamo cricket mixed festival – 2<sup>nd</sup> in group</p> <p>Dynamo cricket girls festival – semi final</p> <p>Quick sticks hockey – experience the play (Year 6)</p> <p>Multi skills festival – Year 1, 2, 3, 4 and 5</p> <p>High 5 netball festival – group stage</p> <p>Multi skill sessions attended by Year 1,2, 3, 4, and 5</p> <p>Netball training session led by Year 12 Sheldon students</p> <p>Chippenham games day for Year 6</p> <p>Dance festival – Year 3 (Neeld hall)</p>	<p>Children and parents have expressed how good it is to see St Peter's competing in the different festivals. Children have worked hard on team skills and in all festivals we were placed.</p> <p>Need to develop more SEN events for next year.</p> <p>Interaction with KS3 children leading activities have really inspired our children to participate especially when it was some of our old pupils leading.</p>
<i>Introduce whole school skill progression</i>	Each sport / activity is now mapped out with a skill focus per session for each year group. Teachers and coaches are now consistently teaching progressive skills that can be built on each year.	New sports providers for 2024-25 now being worked with so discussions are in place for transition to link existing progression with their delivery.
<i>Introduce long term planning of sports and activities for each year group</i>	<p>Whole school now has clear curriculum map of which sports / activities are taught in each term.</p> <p>There are now 2 activities per term ensuring 2 hours of PE / activities are being taught.</p> <p>Curriculum map also matches the festival plan so children are able to prepare and potential participants identified through PE sessions and not just through clubs.</p>	<p>Continue to develop curriculum plan so KS2 children teach one area and sports coach teach the other.</p> <p>KS1 will teach both areas each term but sports coach sessions will be available to work with a KS1 class alongside teacher to develop skills and confidence. Modelling PE lessons for all teachers.</p>

<i>Top up swimming for Year 6 non-swimmers</i>	One child took up the offer of top up swimming. That child is now swimming 25m on front and back.	Current Year 4 and 5 children are being assessed so that those not meeting the minimum standard can be offered top up swimming.
<i>PLT meetings + teacher release for festivals</i>	Festivals have been attended and successful due to teacher release. Access to new activities that potentially can be brought into school to enhance the curriculum (drumba). Teacher training for Football and general warm up games that can enhance and participation with the SEN and hard to engage children.	Look into buying into drumba to enhance music and PE / dance link.
<i>Forest school sessions Term per class</i>	All children have been able to participate in activities using the outside environment and linking it to each class curriculum. Children have been very engaged and feedback has been positive. Small group of selected children have also been able to have extra sessions which were very well received. Confidence and participation has been excellent.	Continue to develop Teacher confidence and knowledge with shared delivery with specialist forest school teacher.
<i>Update and improve equipment</i>	Money spent to improve available equipment for lunch time use. Completed with consultation with the older children on COSPA (school pupil council) to see what they would like.	Look to develop play equipment that young leaders could use with the younger children during lunch time for more organised play.
<i>Talent team and All Active Academy</i>	Children did not attend as issues with timings and transport.	Ensure that we have children attending sessions available for Talent team, All Active and young leaders.
<i>Sports day</i>	Joint KS1 and KS2 in the morning with 5 inclusive activities for all to participate in. KS1 races in year groups for stickers. KS2 marathon and sprint races for medals to	Look at developing KS1 events to include a longer race as well as a sprint.

	<p>increase competitive participation for those that wanted it, this gave many children a chance to compete and excel.</p> <p>Joint sports day with picnic well received by parents for the inclusion and competitive elements.</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>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	15 %	<i>A small cohort so each child is worth a bigger percentage. All non-swimmers were offered top up swimming (no charge) but only one parent took up the offer.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	80 %	<i>One child has learnt to swim this year and is not able to demonstrate a range of strokes yet.</i>



What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	85 %	<i>Children were able to keep themselves above the water either floating or treading water and get themselves to the side and safety.</i>
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	Offered but only taken up by one parent
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	When swimming the school pays for 3 qualified swim instructors to teach the children in small groups and 1 lifeguard for safety.

Signed off by:

Head Teacher:	<i>Mark Everett</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Victoria I'Anson (Classroom Teacher / Primary Link Teacher for PE and Subject leader)</i>
Governor:	<i>Lee Ward</i>
Date:	21/7/24