



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 the levels of activity at break and lunch Training for MDSs. Look at way to structure the lunch time for equal access. Update equipment needed Keep lunchtime staggered so there is more space for children to be active. AWP is timetabled and used to motivate pupils to take part.	Using our internal activity tracking data and pupil surveys. it showed that in KS2 there was a marked increase in activity at break/lunch times after the adaptations had been implement. Around 70% of pupils are now active at lunchtimes and 75% enjoy lunchtimes. All groups of chdn in KS2 are involved and active including SEN and equal for boys&girls. MDS are using the training in 2023-24 to maintain this increase.	Continue to work on keeping the activity levels up. Sports coach to come in 5 days a week and run lunchtime clubs in Autumn term 2024 initially. Continue play leaders: KS1 – facilitating playground games. Built in renewal and replacement of equipment into the budget to secure continued high-quality provision. Lots have requested football and dodgeball in latest questionnaire so added to the provision 2024-25.
Re-elect a new Change for life team to organize at least termly personal challenges, be an advocate for being active, feeding back on lunchtime activities, be involved in assemblies etc – to increase the motivation and drive to succeed, ultimately making our pupils more active. Link to KPI5 and KPI4. KS2 classes each have 4 Change for Life Champions. They can manage the leader board on the playground display board. Build in the Personal Challenges with the Change for Life & Sports leaders into the new lunchtime program with the MDS. Meet with them in September and discuss ways we can improve. Change for Life to advocate for different class and feedback sports they would like to try, when lots in the class want to change things up/numbers of participation start to drop.	Children have enjoyed the choice of activities this year – with only 10% now stating they do not enjoy activities on offer. Pupil feedback has helped keep motivation and interest in Continue to involve the Change 4 life/ sports ambassadors in getting feedback from peers so that we can keep activities interesting/fresh and targeted to their interests. Aim is to maximise involvement.	Continue music/dance days at lunchtimes too. Prizes for personal challenges – raise profile in celebration assembly – Play leaders and Sports ambassadors choose 1 pupil between the groups for each assembly.

<p>Premier Sports LTP to include clear links to teachers' CPD requests. Teachers continue to be present in PE lessons and be involved in teaching. Feedback from teachers - end of each unit - couple of teaching points that they will take forward.</p>	<p>CPD delivered to staff new to year group and staff with a specific CPD requests in PE teaching Staff feedback on CPD needs being met. Continue to monitor quality of sports coach PE lessons. Work alongside sports coach and teachers to develop greater differentiation within PE so that all children make progress. CPD planned for staff Peer teaching opportunities provided</p>	<p>Trying a new CPD provider so that we can get different training styles and provision. More team-teaching foci.</p>
<p>Look at purchasing more resources for afterschool clubs / lunchtime clubs / intra-competitions to keep widening our ability to offer different sporting experiences in schools.</p>	<p>All year groups have been offered to join breakfast or after school clubs every half term this academic year [Rec from January]. In house data shows that average attendance at clubs is: Y3 74% Y4 53% Y5 45% Y6 61%</p>	<p>New age curling / own dodgeball. 'Try something new 'sports events for 2024</p>
<p>Children to take part in as many competitions as possible - with walking distance and virtual set up by the SGO. Continue to build on skill station approach too.</p>	<p>Autumn term attendance at inter competitions was good. Unfortunately, we did have quite a few that have been cancelled this year for various reasons: venue roof collapse, lack of team [TS], our school closure to flood and clashes with strike days. Attendance at competitions over the year: Intra competitions: Archery/Golf /Athletics / Basketball / Hockey / Boccia / Multi-Skills Festival / Cricket / Netball / Tennis / New Age Kurling /Orienteering / Dodgeball / Fencing / Football / Rounders</p>	<p>Inter-competitions. Continue to plan these in at the start of term and use lunch, clubs and Wednesday pm to prep competitors.</p>

Key priorities and Planning 2023-2024

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. Introduce daily lunchtime sport sessions /activities for pupils ran by PE providers.	All pupils. Sports leaders. MDS.	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. Key indicator 3: Raise the profile of PE Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Lunch time sports coaches - Coaches need to lead the activity organize the children – as they will take part. PE leaders to use pupil voice to aid choice of activities to maximize participation Built on MDS training received last year in active lunches led by SGO. 1 MDS attended and led Sports Leaders Sports leaders and MDS long term to start to run this independently. Sports leaders can be part of team to monitor participation and monitoring personal challenges.	£2400 costs for additional coaches to lead lunchtime sessions.
2. CPD for PE lead teacher	Primary Lead PE teacher.	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in leading and teaching PE and sport. Key indicator 3: Raise the profile of PE Key indicator 5: Increased participation in competitive sport.	New Lead to PE to become more confident to deliver effective PE through supporting teachers/TAs with how to deliver effective lessons and support.	£1000 for 1 teacher to undertake CPD.

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
3. CPD for all teaching staff	Teachers and Teaching assistants	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in leading and teaching PE and sport. Key indicator 5: Increased participation in competitive sport.	Teaching of OAA and active 30mins sessions which will be then used on the permanent course and each class to use throughout the year including cross curriculum activities from the website. Delivered on INSET Day	OAA training – £660
4. CPD for all teachers	Teachers	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in leading and teaching PE and sport. Key indicator 5: Increased participation in competitive sport.	Crewe Alexandra PE coaches to team teach and plan with teachers. 4 CPD sessions each week delivered to different year groups and areas of PE curriculum throughout the year.	£8000
5. To address the % of children achieving 25m (meeting statutory requirements of NC for PE)	Children in Y6/Y5	Key Indicator 2: Engagement of all pupils in physical activity.	Top up sessions of Swimming for children who have low attendance or needs to access swimming more frequently and unable to achieve,	£500
6. To increase teaching of fundamental skills	KS1 staff and pupils	Key indicator 2: Engagement of children in regular PE Key indicator 3 : Raise the profile of PE	Purchasing equipment for activities. Before and after school clubs to target this Autumn and Summer term for KS1	£500

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
7. Children to access cycling and safety within cycling.	Year 4 and 5 pupils. EYFS and Year 1	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. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Increasing number of children riding cycles (safely) to school Pupil voice shows an awareness of road safety; pupils (and parents) feel safer coming to school and/or cycling around local area outside of school. Continue to run Bikeability and advertise in newsletter and dojo. Increase awareness of road safety within the curriculum. Look into balance bike sessions ran specifically for EYFS/KS1	£1000
8. Play Leaders are trained up, skilled and effective in their role(s). MDS has clear impact and provides strategic oversight.	Play leaders from Y5 and KS1 pupils. MDS attending SGO training with the pupils.	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.	engage core group of pupils to serve as play leads - Play leads to be visible at break and lunch	£256

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
9. To increase competitive sports	All pupils	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key indicator 5: Increased participation in competitive sport.	Purchased membership to Crewe and Nantwich School Sports Partnership (CNSSP). Inter-school and Intra-school competitions are in place across the academic year. They are wide and varied in offer, representative and inclusive of all groups of pupils and the view is that each child attends at least one event before they leave in Year 6 - Join in CNSSP as and when applicable (e.g. football [NEW], dodgeball, cricket etc...) – Keep register of pupils attending these events so participation is tracked - Positively award/celebrate achievement.	£800
10. To hold, try something new days/clubs able pupils to experience new sports.	all pupils	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key indicator 5: Increased participation in competitive sport.	Timetable individual days/weeks/clubs for children to experience new sports. Lacrosse, boxing, fencing, tri golf and archery to be included.	£2700

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
1. Introduced a coach to organise activities at Lunchtimes daily (KS2)	This has introduced a variety of sports with some expert skills-based sessions to a number of children. Such as Hockey, Basketball, Tennis and Netball. It has raised the profile of PE and being active more with a structure to develop new skills. More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.	Continue next year, introduce more wider/variety of sports that may not have been seen before or have little access to. Changed PE CPD provider. Tried various companies and chose one who offered (TBC with SCG in Sept) Inter sports sessions, competition at lunchtimes.
2. CPD 3-day sessions attended by PE lead	Better understanding of the curriculum and how to implement across school, ways to check and assess and provide further knowledge in areas unsure of. Ideas and ways to promote, engage and increase activity and engagement. Increase of confidence in Lead. Key learnings have been shared with staff at a staff meeting/CPD. Teachers have a greater understanding of how to model and increase activity in classes. Refresher of ways to STEP a lesson and importance of ABC and Fundamentals within each lesson. More knowledge on the curriculum and not just sports.	Working alongside staff to increase own CPD and monitoring sessions, providing feedback and advice as an advocate in school. Increase presence of PE throughout the school, such as displays and achievements.

Activity/Action	Impact	Comments
3. Implemented Cross Curriculum orienteering within school	Year 6 have used a wide variety of activities across the year (30 min blocks) to include revision and activity. Worked well and has increased the engagement of many with the activities too. 95% of the class have actively asked for the session on a number of occasions. Y5 have used the skills from this for weekly arithmetic sessions. The children enjoy sharpening their maths skills whilst keeping active. Other classes have used parts of the curriculum more in PE sessions or in their active maths sessions.	Try to embed and use more in KS2 classes for active learning outside of PE and maths sessions. Have regular meetings to share key information, good practice or feedback from PE Lead and continue with CPD. Keep feeding back to increase staff confidence.
4. CPD for staff tailored to needs of individuals	Some CPD delivered to staff. Invasion games was their strength. Need to gain further support other areas including dance and developing fundamentals.	Changed to a provider with a team with specialisms across a wider PE curriculum and ensure there is clear communication in our expectations needs.
<p style="text-align: center;">5. Please 'Swimming data' section below.</p> <p>To address the % of children achieving 25m (meeting statutory requirements of NC for PE</p>		
6. To increase the teaching of fundamental skills to try to improve skills in younger pupils.	Club was well attended [20 pupils]. Covered a range of sports and skills across the school. Offering on average 90 places at before and after school clubs. year and	Next year use the CPD PE lead had to share with staff – especially EYFS and KS1 to have clearly defined fundamental skills on timetable.
7. Children to access cycling and safety within cycling.	Y4 and Y5 to take part in Bikeability sessions over 2 days. All children in Year 4 and 5 who have bikes accessed Bikeability, including a child with additional needs (EHCP) who received one to one tuition to ensure he could take part. Consider if other providers provide bikes and helmets. Plus introducing teaching children how to ride through the use of balance bikes.	Look into providers who offer balance bike experiences / training for our young riders (who also provide the bikes/helmets so all can be involved).

<p>8. Play Leaders are trained up, skilled and effective in their role(s). MDS has clear impact and provides strategic oversight.</p>	<p>Pupils feel valued as leaders and play an effective role as part of the wider fabric of the school. Pupils who need support at break and lunch receive the help they need. Pupils with SEND and or SEMH are well supported and included as part of the school. More children are engaged in physical activity at break and lunch. Pupils make tangible contributions towards the life the school and school development.</p>	<p>MDS more involved in running and supporting play leaders so can build in longevity and sustain implementation.</p>
<p>9. To increase competitive sports</p>	<p>Over the course of the year, we entered into sports competitions across the different areas, – inspire, aspire, celebrate and SSP. Lunchtime and before/after school clubs had some clubs targeting inter competition. Continued to run intra competitions at the end of teaching units.</p>	<p>Continue to attend as many competitions as possible, so within walking distance. Look at new ways to engage more pupils and their families to attend competitions where travel is needed.</p>
<p>10. To hold, try something new days/clubs able pupils to experience new sports</p>	<p>all children experience new sports as part of the sports week linked to the Olympics. That is for you clubs were ran to offer new sports to pupils – children were able to take part in boxing, lacrosse, fencing, plus more children experienced New Age, curling and boccia.</p>	<p>Feedback from children and staff has been very positive. Lots of enjoyed the new sports that they have experienced and want to do more of them. Continue to work with sports provider to look at new sports/skills that we can introduce our pupils to in the future .</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>															
<p>What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 meters?</p> <hr/> <table> <thead> <tr> <th></th> <th>Baseline %</th> <th>Exit %</th> </tr> </thead> <tbody> <tr> <td>July 2020</td> <td>3%</td> <td>86%</td> </tr> <tr> <td>July 2021</td> <td>3%</td> <td>63% - only Y4+5 COVID</td> </tr> <tr> <td>July 2022</td> <td>7%</td> <td>27 % - only Y6 COVID</td> </tr> <tr> <td>July 2023</td> <td>3 %</td> <td>55% - only Y5+6 COVID</td> </tr> </tbody> </table>		Baseline %	Exit %	July 2020	3%	86%	July 2021	3%	63% - only Y4+5 COVID	July 2022	7%	27 % - only Y6 COVID	July 2023	3 %	55% - only Y5+6 COVID	82%	<p>There have been a number of changes in the cohort over these 2 years and new additions who are new to swimming/school and country. Had many issues with attendance to swimming sessions for a number of children. Have worked hard over the year to increase their attendance, including bodysuits, protective socks, caps etc</p>
	Baseline %	Exit %															
July 2020	3%	86%															
July 2021	3%	63% - only Y4+5 COVID															
July 2022	7%	27 % - only Y6 COVID															
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<p>What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?</p> <hr/> <table> <thead> <tr> <th></th> <th>Baseline %</th> <th>Exit %</th> </tr> </thead> <tbody> <tr> <td>July 2020</td> <td>3%</td> <td>86%</td> </tr> <tr> <td>July 2021</td> <td>3%</td> <td>63% - only Y4+5 COVID</td> </tr> <tr> <td>July 2022</td> <td>7%</td> <td>27 % - only Y6 COVID</td> </tr> <tr> <td>July 2023</td> <td>3 %</td> <td>55% - only Y5+6 COVID</td> </tr> </tbody> </table>		Baseline %	Exit %	July 2020	3%	86%	July 2021	3%	63% - only Y4+5 COVID	July 2022	7%	27 % - only Y6 COVID	July 2023	3 %	55% - only Y5+6 COVID	67%	<p>Those who are more competent at swimming move to the larger pool and work on stroke ranges. A high number of children in the cohort have spent the most of sessions learning the basics to be able to swim competently in the smaller pool and occasional session in the larger pool. Did not swim consistently in Y4 due to Covid but have had session in Y5 spring term..</p>
	Baseline %	Exit %															
July 2020	3%	86%															
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<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p> <table border="1"> <thead> <tr> <th></th> <th>Baseline %</th> <th>Exit %</th> </tr> </thead> <tbody> <tr> <td>July 2020</td> <td>3%</td> <td>86%</td> </tr> <tr> <td>July 2021</td> <td>3%</td> <td>63% - only Y4+5 COVID</td> </tr> <tr> <td>July 2022</td> <td>7%</td> <td>27% - only Y6 COVID</td> </tr> <tr> <td>July 2023</td> <td>3%</td> <td>58% - only Y5+6 COVID</td> </tr> </tbody> </table>		Baseline %	Exit %	July 2020	3%	86%	July 2021	3%	63% - only Y4+5 COVID	July 2022	7%	27% - only Y6 COVID	July 2023	3%	58% - only Y5+6 COVID	89%	<p>2 Children were persistent non- attenders to sessions, Parent permissions, Medical reasons, Body confidence and a variety of reasons. We have worked hard to increase their non- attendance since Y4, Y5 and managed to increase attendance to 3 out of the 12 weeks sessions. This allowed the 2 girls to gain some confidence in the water.</p> <p>1 child new to school and missed the swimming sessions. No data/evidence of swimming shared.</p>
	Baseline %	Exit %															
July 2020	3%	86%															
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<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>	Yes	<p>Boosters offered to those who did not meet expectation including the 2 non – attenders.</p>															
<p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	Yes	<p>Swimming is covered by the local pool and staff are not allowed poolside. Lead has had some CPD from the sessions attended with clarification of the requirements and changes from Swim England.</p> <p>Need to check with the Pool that this has been implicated and a way to track better through staff etc as portal difficult to use and transfer data over.</p> <p>DDSL completed Water safety training 12.6.24</p>															

Signed off by:

Head Teacher:	Kirsty Goldsmith
Subject Leader or the individual responsible for the Primary PE and sport premium:	Donna Oliver and Colette Procter PE lead and PE Lead/Deputy head
Governor:	Emma Humphries Chair Governor
Date:	20 th June 2024