



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
<p>1) To encourage pupils to participate in physically active lunchtimes using a range of different sporting and physical activities and participating in a range of games and activities.</p>	<ul style="list-style-type: none"> *School has maintained the Platinum School Games Mark as a result of continual participation and provision within physical activities. * Many different sports clubs are offered. This year at school we have had football, multi-sports, rugby tots, Hi 5, basketball, Dodgeball and gymnastics *Children have been able to participate in variety of sporting activities during breaks and lunchtimes through the use of TITANs and sport leaders. *Training of TITANs and sport leaders has developed confidence within sports and leadership skills. *TITANs and leaders have instigated games amongst other children *Pupils applying skills and techniques that have been taught, to different games and activities. *Using sports equipment enabled children across all year groups to have the ability to organise and lead their own games independently or within groups. *Reduced levels of disruptive behaviour through the focus on active participation within games and skills. 	
<p>2) To develop intra-school sports competitions for: Football Hi 5 Competitions run by young leaders in</p>	<ul style="list-style-type: none"> *Y5/6 trained up as sports leaders to develop sports leadership skills. PPG girls were trained as TITANs to engage and develop skills across year groups – setting challenges and tasks and identifying achievements amongst other children in school. Pupils participated within intra football and HI 5 games Sports Day during the summer term encouraged all children to participate with support from 	

<p>school Titans group</p>	<p>trained sports leaders and TITANS</p>	
<p>3) Upskilling of teaching staff and developing expertise in teaching PE/ additional PE enrichment</p>	<p>*Through Staff PE CPD staff built upon knowledge and understanding. Monitoring of PE lessons and planning indicated good quality of teaching and learning. *Staff made good use of resources to implement within lessons and physical activities. *The advice and guidance of an experienced School Sports Partnership Manager, Duncan Burgess, based at Thirsk School and 6th Form College has been available to help support the development of the school’s sports profile. *Staff Voice evidence indicates that staff are pleased with the implementation of Real PE and are confident that children are making progress. The feedback also highlights that the plan and the Real PE resources ensure that all children can be set a task at the right level of challenge. It also highlights the fact that this new approach guarantees that there are no gaps in skills.</p>	<p>Forest school implementation to start and staff be trained accordingly.</p>
<p>4) To continue to provide a range of sporting clubs for pupils of all ages.</p> <p>To run a sports enrichment week at school to give pupils opportunities to take part in a range of different sporting activities and events</p>	<p>*During the last summer term school held a “Sports enrichment week”. All pupils across school participated in the week. Activities available to pupils included:</p> <ul style="list-style-type: none"> • Scooter and skateboards • Carnival dancing • Climbing Wall • Basket Ball • Rugby • gymnastics • Fencing • Skip2Bfit • Athletics coaching • Fit for kids workshop <p>*Close partnership with School Sports Partnership Manager, Duncan Burgess, to support the transition of talented Young Athletes into local secondary schools. * Strong links with community sports clubs and projects eg Thirsk Falcons, Hockey and basketball. *Year 6 went on residential to Peat Rigg, offering an extensive range of physical opportunities such as canoeing, hi-wire courses, archery and abseiling</p>	
<p>5) To ensure that as many pupils as possible have the opportunity to access competitive sport</p>	<p>*Throughout the year we follow a comprehensive and inclusive calendar of events covering over twelve different sports through the Thirsk Cluster Schools Sporting Calendar. *Celebration assembly with parents and children every week and PE or sport is always included. This ensures the whole school is aware of the importance of PE and Sport, to encourage all pupils to aspire to being involved in the assemblies.</p>	

	<p>*Additional opportunities for students that have fewer sporting opportunities, for example participation in Dodgeball and Tchoukball competitions for our less active students.</p> <p>*Different groups of pupils have had the opportunity to represent the school building upon a sense of pride and community which links within the school values of compassion, respect, enjoyment, excellence and perseverance. Pupils understand how skills taught in PE can be used effectively in a competition.</p> <p>*All games and competitions contribute to the ongoing Achievement Schools Games award (Platinum).</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>The engagement of all pupils in regular physical activity:</p> <p>All pupils receive a minimum of a 1 hour PE session per week but an aim of 2 sessions a week for 1 hour each time.</p> <p>Supporting active break times and lunchtimes for a minimum of 30 minutes -Increase participation in girls leadership in sport</p> <p>- School games leaders/TITANS providing 60 second active brain breaks.</p> <p>Improve and maintain high standards of behaviour at lunchtimes and breaktimes</p>	<p>Teaching staff Coaches Lunchtime supervisors Relevant trained sports leaders that lead the activities</p> <p>Pupils who participate</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>Continuation of high quality PE lessons through sport coaches and Real PE scheme of work which offers all children 2 hours of PE per week.</p> <p>Continuation of a range of sports clubs to run throughout the school year and for all age groups.</p> <p>High level of pupil participation in sports clubs – attendance/ registers reflect this.</p> <p>A range of different sporting opportunities for pupils to participate in.</p> <p>TITANS lead classes and groups on completing brain breaks to help improve mental health, physical well being and better focus in class.</p> <p>Achievement Schools Games award (Platinum)</p> <p>Lunchtime sports clubs offered to all children as way of maintaining excellent behaviour and building upon their team skills and reflecting school values</p>	<p>£5000</p>
<p>To ensure that as many children have access to participation within competitive sport (intra and inter sports)</p>	<p>Coaches Teaching staff Sport leaders Pupils participating</p>	<p>Key indicator 5: Increased participation within competitive sport</p>	<p>Records of school sport competitions. Articles in newsletter. Record of events taking place. Teams to talk about experiences during assembly or in relevant PE lessons.</p>	<p>£3010</p>

			<p>Pupils have opportunity to represent the school, understand how skills taught in PE can be used effectively in a competition.</p> <p>Increased self-esteem/ interact with pupils from other schools</p> <p>Recording of participation in sport on Kaboca/ my school games to identify target groups of children to participate.</p> <p>Achievement Schools Games award (Platinum)</p>	
<p>To run a sports enrichment week at school to give pupils opportunities to take part in a range of different sporting activities and events</p>	<p>Sports week to run July 2024. All pupils to participate in the week.</p> <p>Activities to include:</p> <ul style="list-style-type: none"> ● Scooter and skateboards ● Boxing workshop ● Climbing Wall ● assault course ● Wheel Chair basket Ball ● Fencing ● Skip2Bfit ● Yoga with Alex ● Ninja warriors ● Athletics ● Archery 	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>All pupils to participate in a range of sporting activities across the week</p> <p>Promote and encourage pupils to join similar external sporting clubs/groups.</p> <p>Pupils to be able to share impact and what they have enjoyed as part of pupil voice.</p> <p>Activities and achievements shared in celebration assembly and across school social media and newsletters</p>	£2500
<p>ECT teachers to have additional training to teach effective PE lessons.</p>	<p>ECTs</p> <p>Sports coaches</p>	<p>Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>J Steel to model PE lessons</p> <p>ECTS to build upon their knowledge and skills CPD by attending Real PE training course.</p> <p>ECT confident at delivering PE lessons using the REAL PE scheme of work</p> <p>Staff PE survey indicates good understanding and better confidence in their abilities to deliver high quality PE lessons</p>	£5830

Staff to have forest school training	All teaching staff involved with forest schools		Teaching staff trained and able to deliver forest school activities to children across school	
<p>To continue to raise and maintain the profile of sport within school:</p> <p>Champion and promote the benefits of physical activity and link to physical and mental health benefits.</p>	<p>All teaching staff Support staff Admin Lunchtime supervisors Sports coaches Parents</p> <p>Pupils participating</p>	<p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</p>	<p>Use physical brain breaks and MHWB activities at the start of the day after register</p> <p>'Sports desk' section on newsletter – updates included in newsletter to Parents, with match reports written by pupils and all activities and achievements to be celebrated.</p> <p>School's social media platforms also to celebrate and announce achievements of any activity</p> <p>Whole school celebration and recognition of participation in tournaments in assembly.</p> <p>Parents actively encouraged to get pupils to bring in and celebrate external sporting achievements with the school.</p> <p>Sport Relief involvement.</p> <p>Parents approached to encourage pupils to join in clubs. (sustainability)</p> <p>Pupils receive certificates/medals during assemblies and provide match reports, motivating other pupils. (sustainability)</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

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?	%	Use this text box to give further context behind the percentage. e.g., 30% - we are struggling to get pool space due to our local pool closing so we have had to use a much smaller local school pool. We have had to limit the number of pupils attending swimming lessons during one term which means some pupils have attended fewer swimming lessons than others.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	%	Use this text box to give further context behind the percentage. e.g., Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2024

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>%</p>	<p><i>Use this text box to give further context behind the percentage.</i></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/No</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>Yes/No</p>	

Signed off by:

Head Teacher:	<i>(Name)</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Sarah Collier - PE Lead and class teacher</i>
Governor:	<i>Sally Burton</i>
Date:	