



# The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

**2023/24**



Commissioned by



Department for Education

Created

Additions 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>In line with the requirements contained within last years' national PE &amp; Sport premium template, at the end of the last academic year we reviewed our spend and key achievements. We then completed the 'Next steps' and sustainability column on last years' version of the national PE &amp; Sport Premium template. One key purpose of this exercise was to inform and support our planning and spend for this academic year. Based on this review please now see our current plans and related spend below.</p>		
<p><b>Academic Year: 2023/24</b></p>		<p><b>Date Updated: 28/7/24</b></p>

## Budget Summary for 2023/24

Underspend (Figure carried forward) - £297.00<sup>(21/22)</sup>  
 2023/24 Premium - £18,810

Total Funding Available - £18,810

## Key Indicators

Schools should prioritise PE and sport premium spending to improve in the following 5 key areas\*

1. increasing all staff's confidence, knowledge and skills in teaching PE and sport
2. increasing engagement of all pupils in regular physical activity and sport
3. raising the profile of PE and sport across the school, to support whole school improvement
4. offer a broader and more equal experience of a range of sports and physical activities to all pupils
5. increase participation in competitive sport

\* It is not a necessity that spending needs to satisfy all these key areas, schools should identify the improvements they aim to make, aligning it to one or more of the key area(s).



## Key Priorities and Planning

This planning template will allow schools to accurately plan their spending.

Created by:



Action – what are you planning to do	Who does this action impact?	What Key Indicator(s) does this meet?	Impact, Evidence and how sustainability will be achieved?	Cost linked to the action
<ul style="list-style-type: none"> <li>Lunchtime sport activities for pupils. Young leaders and staff member to continue to support Young Leaders and provide Active Playground Training to promote new activity opportunities at lunchtimes</li> <li>Engage CPD providers: Allison Consultancy to work in partnership with Greenwood Dale Academy Trust to provide high quality PE and meet identified needs.</li> </ul>	<p>Lunchtime Sports Leader (staff member)</p> <p>Young Leaders (pupils)</p> <p>Pupils</p>	<p>Key indicator 1</p> <p>Key indicator 2</p> <p>Key indicator 3</p> <p>Key indicator 4</p>	<p><b><u>Impact/ outcome for staff:</u></b></p> <ul style="list-style-type: none"> <li>Building confidence to implement lunchtime sessions.</li> <li>Increased awareness of importance of engagement in physical activity.</li> <li>Sustainability - Lunchtime Sports Leader, PE lead and PE apprentice are all trained to ensure physical activity and well-being is promoted.</li> </ul> <p><b><u>Impact/ outcome for children:</u></b></p> <ul style="list-style-type: none"> <li>Increased awareness of the wide range of different types of healthy activities available.</li> <li>Children are accessing structured, active games during lunchtimes.</li> <li>Children are confident when discussing a healthy lifestyle and take responsibility for theirs.</li> <li>Active Playground Training - 20 x Sports Leaders trained and are actively engaged at lunchtimes on KS1 and KS2 playgrounds</li> </ul> <p><b><u>Evidence:</u></b></p> <ul style="list-style-type: none"> <li>More pupils meeting their daily physical activity goal</li> <li>Pupils encouraged and impacted to participate in PE and Sport Activities within school time</li> <li>Sports Leader employed to run a daily lunchtime club for 30 minutes</li> <li>Rota system for Young Leaders</li> <li>Active Playground Programme in place</li> <li>Children up skilled and use new leadership and communication skills</li> <li>Young Leaders trained and additional lunch-time healthy</li> </ul>	<p>£3370.50</p> <p>Lunchtime Sports Leader</p>

<p><b>Engage and work alongside JB Coaching to provide a successful CPD programme for teachers to improve the progress and achievement of all children and provide sustainability within staff skills and development.</b></p> <ul style="list-style-type: none"> <li>• Informal discussions with staff, building upon the audit last year</li> <li>• Key focus on any new staff</li> <li>• PE Learning Walks to help identify needs</li> <li>• PE Lead to share any updates that impact on PESSPA provision on an on-going basis with all appropriate staff</li> </ul>	<p>Teaching staff and PE apprentice</p> <p>Pupils from Reception to Y6</p>	<p>Key Indicator 1:</p> <p>Key Indicator 2:</p> <p>Key Indicator 3</p> <p>Key indicator 5</p>	<p>activities introduced</p> <ul style="list-style-type: none"> <li>• Increased awareness of the wide range of different types of healthy activity available</li> <li>• Increased opportunities for healthy activity</li> <li>• Identification and development of transferable leadership &amp; team-building skills with children</li> <li>• Children develop increased confidence and self-esteem</li> <li>• Greater awareness of safety when taking part / leading on physical activities</li> <li>• Greater healthy, active opportunities for children at lunchtime</li> </ul> <p><b><u>Impact/ outcome for staff:</u></b></p> <ul style="list-style-type: none"> <li>• Staff improve the progress and achievement of all children by increasing staff knowledge, skills, understanding and confidence to deliver outstanding PE, School Sport and Physical Activity</li> <li>• Staff training from Love PE CPD provides sustainability</li> <li>• Identification of strengths and areas of staff need with regards to training</li> </ul> <p><b><u>Impact/ outcome for children:</u></b></p> <ul style="list-style-type: none"> <li>• Children are engaged in vigorous physical activity every lesson</li> <li>• Children following all latest PESSPA Safe-Practice</li> <li>• Children engaged in more effective, enhanced provision from upskilled staff</li> <li>• Increased PESSPA opportunities provided by staff</li> <li>• Photographic evidence of PE</li> </ul>	<p>£5700 for all teaching staff to receive at least 2 terms of CPD from JB sports coaching.</p>
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<ul style="list-style-type: none"> <li>• Ensure future actions support Physical Activity requirements / recommendations from DfE</li> <li>• Ensure that as many staff across the school are engaged in future CPD so that skills, knowledge, understanding and resources remain in the academy even if key staff leave</li> </ul>	PE Leads Staff		<ul style="list-style-type: none"> <li>• PE Leads monitor the impact of the CPD through PE Learning Walks</li> <li>• During Learning Walks, pupil voice is recorded on observation sheets to find out their understanding of what was learnt previously and how this can lead on to next lesson, alongside e.g. how PE makes them feel and what they like about PE and why.</li> <li>• Views are collated using Staff Voice which impacts e.g. what they are confident with and what CPD the staff need next.</li> <li>• PE Lead has greater understanding and evidence of impact of CPD</li> <li>• Staff aware of and following latest PESSPA Safe-Practice</li> <li>• Staff work together and embed importance of school values</li> <li>• More effective subject leadership</li> <li>• Target the areas for development from the pupil and staff voice and plan subsequent bespoke CPD to meet identified needs</li> </ul> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• PE Curriculum reviewed and developed</li> <li>• Teaching staff are more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school.</li> <li>• Staff Voice / Discussions with staff</li> <li>• Pupil Voice</li> <li>• Learning walk recording sheets</li> <li>• Updates from PE Lead</li> <li>• Bespoke, remote and in-school training days from Allison Consultancy taken place</li> <li>• All DfE / Ofsted On-line reporting requirements for PE &amp; Sport Premium complete</li> </ul>	
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<p><b>JB sports competitions for children to participate in throughout the year which includes children from Y1 - Y6</b></p> <ul style="list-style-type: none"> <li>• Ensure PE lessons are planned to include competitions. Ensure all PE lessons include pupil discussion and evaluation to improve individual, paired and group sequences and performances.</li> <li>• Y5/6 children are involved in a GAT athletics competition which allows pupils to compete in an event with over 600 participants.</li> <li>• 20 Year 5/6 pupils per academy take part where pupils enhance their life experiences by competing with children from diverse cultural backgrounds.</li> <li>• Academies throughout the Trust join together to socialise with new people,</li> </ul>	<p>Pupils PE apprentice</p>	<p>Key indicator 1</p> <p>Key indicator 2</p> <p>Key indicator 3</p> <p>Key indicator 4</p> <p>Key indicator 5</p>	<ul style="list-style-type: none"> <li>• PE Curriculum reviewed and developed</li> </ul> <p><b><u>Impact/ outcome for staff:</u></b></p> <ul style="list-style-type: none"> <li>• Engage in GAT and East Coast competitions</li> <li>• Assess development of physical and cognitive skills shown through lessons and in competition</li> <li>• Assess development of personal and social skills shown through development from PE lessons to participation in competition</li> </ul> <p><b><u>Impact/ outcome for children:</u></b></p> <ul style="list-style-type: none"> <li>• Children plan and improve performances within PE lessons</li> <li>• Children take part in competitions and solve problems within PE lessons</li> <li>• Participation in GAT and East Coast events</li> <li>• Increased pupil understanding and experience of our whole school values for children to be part of caring community in which pupils learn respect, tolerance and kindness to one another</li> <li>• Increased understanding and experience of our school aims for personal pride and independence whilst recognising the value and enjoyment of being part of a team</li> <li>• Experience of competition against self and others</li> <li>• Experience and understanding of rules and scoring systems</li> <li>• Experience and understanding of how to work as a team and how to handle winning and losing and the importance of good sportsmanship and being fair</li> </ul>	<p>£360 to enter JB Inter Schools competition</p> <p>£1870 for transport costs to take part in the East Coast Competitions</p> <p>£30 MPA Sports Award Trophies</p>
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<p>recognise and celebrate the significance of sport.</p> <p><b><u>Afterschool clubs</u></b></p> <ul style="list-style-type: none"> <li>Continue to engage JB Sports</li> </ul>	<p>Teaching staff PE apprentice Pupils</p>	<p>Key indicator 1</p> <p>Key</p>	<ul style="list-style-type: none"> <li>Confidence and well-being is increased through discussion, evaluation and performance.</li> <li>Enjoyment of sport is evident through engagement and pupil voice</li> <li>Opportunities to participate in a wider variety of activities</li> <li>Awareness of the importance of physical activity and health</li> <li>Personal and social skills extended within classes, with children from other classes/schools/backgrounds</li> <li>Experience of sense of well-being and the feeling of achieving their best</li> <li>Star boy and Star girl achievements every lesson help children to acknowledge achievements and why they have been successful</li> <li>Star boy and Star girl displayed in classrooms and updated weekly.</li> </ul> <p><b><u>Evidence:</u></b></p> <ul style="list-style-type: none"> <li>Children will be able to take part in competitions within school and the wider community</li> <li>PE Units of Work developed to include competitive opportunities</li> <li>New Sports and physical activity competitive opportunities in place</li> <li>Participation Registers on INSIGHT and evidence of parent permission slips.</li> <li>Resources to plan and deliver programme</li> <li>Use resources to record number of competitions and which children have engaged in competitive opportunities outside of the PE Curriculum</li> <li>Knowledge organisers are displayed in the hall, classrooms and website</li> <li>Pupil voice questions are displayed in the hall</li> <li>Certificates presented in assembly</li> </ul>	<p>JB Sports Coaching</p>
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<p>Coaching to further extend physical activity opportunities beyond the PE curriculum - these will include opportunities for our children to engage in new activities</p> <ul style="list-style-type: none"> <li>Continue to engage PE provision from JB including engagement of children.</li> <li>Clubs are organised so that all year groups have access to sporting provision (3 x After School Clubs weekly - parents sign up via FORMS.)</li> <li>Play Leader Lunchtime clubs weekly to increase participation in physical activity.</li> <li>After school provision in a range of activities for each year group in turn including new Cheerleading and Dance opportunities</li> </ul> <p><b><u>GAT offer:</u></b></p> <ul style="list-style-type: none"> <li>Purchase membership of GAT PE and Sports Programme.</li> </ul>	<p>Teaching staff</p> <p>PE apprentice</p> <p>Pupils</p>	<p>indicator 2</p> <p>Key indicator 3</p> <p>Key indicator 4</p> <p>Key indicator 1</p>	<p><b><u>Impact/ outcome for staff:</u></b></p> <ul style="list-style-type: none"> <li>PE apprentice delivers ASC alongside JB Sports Coaching Staff which provides sustainability, experience, increased confidence, skills and knowledge</li> </ul> <p><b><u>Impact/ outcome for children:</u></b></p> <ul style="list-style-type: none"> <li>Increased awareness of the wide range of different types of healthy activity available</li> <li>Additional Dance and Cheerleading opportunities available</li> <li>Increased number of children participating in and enjoying school clubs</li> </ul> <p><b><u>Evidence:</u></b></p> <p>Throughout the year, children in KS1 and KS2 will be involved in varied after school clubs with different activities each term using school staff and external providers.</p> <ul style="list-style-type: none"> <li>Extended Extra-Curricular Sport and Physical Activity Programme</li> <li>Participation Registers</li> <li>Pupil Voice</li> <li>ASC advertised through FORMS for parents, via Sports Display Board and on the Academy Website found in Curriculum - Physical Education</li> <li>Attendance mapped on INSIGHT</li> </ul>	<p>ASC £2660</p> <p>ASC Dance £1080</p> <p>GAT package of support £1700</p>
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<p>Support to include:</p> <ul style="list-style-type: none"> <li>• Allison Consultancy to plan and deliver Professional Learning Sessions and provide resources for PESSPA</li> <li>• 3 x Central GAT PE Co-ordinator Network Development Days</li> </ul> <p>Support to include:</p> <ul style="list-style-type: none"> <li>• Updates and guidance on latest national and Trust requirements with regards to PESSPA Safe-Practice</li> <li>• This includes information from DfE, Youth Sport Trust, the national Association for PE (afPE), GAT and Allison Consultancy</li> <li>• Review of website and updating of PE &amp; Sport Premium</li> <li>• Sharing of best practice to support pupil well-being</li> <li>• Provide PE and Sport Premium preparation for inspection: RAG Review and identification of key actions</li> <li>• Safe-guarding</li> <li>• Health and Safety Updates</li> <li>• Sharing of best practice</li> <li>• PE Lead to continue to attend PE training days and liaise</li> </ul>		<p>Key indicator 2</p> <p>Key indicator 3</p> <p>Key indicator 4</p>	<p><b><u>Impact/ outcome for staff:</u></b></p> <ul style="list-style-type: none"> <li>• Staff aware of and following latest PESSPA Safe-Practice</li> <li>• Enhanced subject leadership</li> <li>• Increased awareness of the national PE &amp; Sport Premium Web Reporting and Action Plan Template</li> <li>• Clearer understanding of the updated National Outcome Indicators</li> <li>• A more focused action plan to enhance standards of provision incorporating greater sources of evidence and increased impact / outcome statements for both staff and children</li> <li>• New curriculum resources supporting staff planning and delivery of PE</li> <li>• Teachers using lesson plans - increased confidence, knowledge and understanding to deliver more effective PE lessons</li> <li>• Staff upskilled to deliver enhanced provision in PE lessons</li> <li>• Staff more confident in planning and delivering high quality Dance lessons</li> </ul> <p><b><u>Impact/ outcome for children:</u></b></p> <ul style="list-style-type: none"> <li>• Children following all latest PESSPA Safe-Practice</li> <li>• Effective use of the funding leading to enhanced PESSPA provision and opportunities for children</li> <li>• Key Strategic Actions Identified ensuring the greatest, most sustainable outcomes for our staff and children</li> <li>• Children learning through all areas of PE as required by the National Curriculum</li> <li>• Children receive a broad and balanced offer within and beyond the curriculum</li> </ul>	
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<p>with Senior Leaders and staff</p> <ul style="list-style-type: none"> <li>• Access to Sport Plan (12000 lesson plans)</li> <li>• 1 x In-school, bespoke days of support as part of GAT Membership</li> <li>• Support includes in-school provision, one to one support for the PE Leads, whole-staff training, and remote write-ups. Support covers the following:</li> </ul>			<ul style="list-style-type: none"> <li>• Enhanced opportunities for healthy exercise through the 30 Minute a day and Active Lunchtime programmes</li> <li>• Children engaged in enhanced, more effective PE lessons</li> <li>• Enhanced quality of learning</li> <li>• Improved challenge and engagement across all pupils</li> </ul> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• PE Leads will receive training 3x a year.</li> <li>• Membership purchased</li> <li>• Central Development Days attended</li> <li>• Bespoke, remote and in-school training days from Allison Consultancy taken place</li> <li>• Deadline for PE &amp; Sport Premium Underspend met</li> <li>• Staff aware of and following latest COVID19 - PESSPA Safe-Practice</li> <li>• Discussions with staff and children</li> <li>• Staff meetings to provide guidance, update information and share best practice</li> <li>• 2020/21 PE &amp; Sport Premium Plan reviewed and developed</li> <li>• Costed, 2021/22 PE and Sport Premium Plan in place using new national template developed by Allison Consultancy to include COVID19 safe-Practice</li> <li>• All DfE / Ofsted On-line reporting requirements for PE &amp; Sport Premium complete</li> <li>• PE Curriculum reviewed and developed</li> <li>• COVID19 PESSPA safe-Practice Policy in place</li> <li>• Templates on website and web-compliant</li> <li>• Quality Assurance of planning, teaching and learning and assessment</li> <li>• Allison Consultancy assessment scheme is being regularly used and updated</li> <li>• PE Learning Walks taken place</li> </ul>	
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<p><b><u>Continued use of the Primary PE Planning for staff to follow</u></b></p>		<p>Key indicator 1</p> <p>Key indicator 2</p> <p>Key indicator 4</p> <p>Key indicator 5</p>	<ul style="list-style-type: none"> <li>• PE Learning Walk observation sheets</li> <li>• Training for Lunch-time Supervisors to support an active playground</li> </ul> <p><b><u>Impact/ outcome for staff:</u></b></p> <ul style="list-style-type: none"> <li>• Teachers using clear, structured lesson plans and videos which increase confidence, knowledge and understanding to deliver effective PE lessons</li> <li>• Primary PE planning includes afPE accredited resources which link together to ensure physical literacy is being developed over a variety of areas of Physical Education.</li> <li>• Resources are rich, progressive, high quality and range from Early Years through to KS1 and KS2.</li> <li>• This supports enhanced planning and delivery of PE lessons based on targeted needs of our children</li> <li>• Effective planning skills including clear differentiation and STEP within lessons</li> <li>• Assessment continues to be carried out in line with Allison Consultancy and concentrates on these four areas of development: physical, cognitive, personal and health.</li> </ul> <p><b><u>Impact/ outcome for children:</u></b></p> <ul style="list-style-type: none"> <li>• Children involved in more regular, healthy, sustained, vigorous physical activity in PE lessons</li> <li>• Improved quality in teaching, learning and assessment in PE for all children</li> <li>• Increased pupil progress in PE</li> <li>• Pupils developing enhanced Fundamental movement skills</li> <li>• Improved challenge and engagement for all pupils</li> </ul>	<p>£395</p> <p>Primary PE Planning Subscription</p>
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<p>Equipment to allow sustainability of high quality PE lessons and purchase additional equipment, resources and storage to support Healthy Active Engagement Programmes</p> <p><b>Staff/ pupil voice:</b></p> <ul style="list-style-type: none"> <li>• Capture pupil and staff voice</li> </ul>		<p>Key indicator 2</p> <p>Key indicator 4</p> <p>Key indicator 5</p> <p>Key indicator 1</p>	<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Staff and JB coaches have access to high quality PE planning that has a clear progression and assessment tools to improve confidence, knowledge and skills.</li> <li>• Lesson Plans</li> <li>• Lesson Observation through Learning walks</li> <li>• Discussions with staff</li> <li>• Safe working spaces</li> </ul> <p><b>Impact/ outcome for staff:</b></p> <ul style="list-style-type: none"> <li>• Continue to use and re-stock the playground equipment to support engagement for children at lunchtimes and PE lessons</li> <li>• Sustainability: purchase new resources to support staff learning and delivery that can be used year on year (e.g. equipment / any additional schemes or units of work)</li> </ul> <p><b>Impact/ outcome for children:</b></p> <ul style="list-style-type: none"> <li>• Enhanced quality of learning</li> <li>• Equipment is updated and safe</li> </ul> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Purchase range of inclusive equipment</li> <li>• Equipment is safely stored and organised</li> </ul>	<p>PE Equipment: £1644.50</p>
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<p>in to identify strengths, barriers to engagement of children and target solutions</p>		Key indicator 3		
		Key indicator 4	<p><b><u>Impact/ outcome for staff:</u></b></p> <ul style="list-style-type: none"> <li>• Staff CDP prioritized</li> <li>• Staff to complete audit to identify further CPD needs</li> <li>• Based on outcomes of audit provide targeted support to meet identified need</li> </ul>	
		Key indicator 5	<p><b><u>Impact/ outcome for children:</u></b></p> <ul style="list-style-type: none"> <li>• Children to have a broad and balanced curriculum</li> <li>• Children have their voice to say how PE and physical activity makes them feel and why.</li> </ul>	
		Key indicator 1	<p><b><u>Evidence:</u></b></p> <ul style="list-style-type: none"> <li>• Pupil and Staff voice surveys completed</li> <li>• Staff to receive CPD required</li> <li>• Children to participate in a curriculum designed for them</li> <li>• Pupil Voice collected on Learning Walks and some pupil voice examples are documented on PE curriculum website</li> </ul>	
<p><b><u>Children to engage in 30 minutes extra physical activity a day</u></b></p> <ul style="list-style-type: none"> <li>• Identify opportunities and resources to support classroom based, healthy, physical, active learning opportunities to help meet 30 Minutes a Day requirements for every class</li> </ul>		Key indicator 2	<p><b><u>Impact/ outcome for staff:</u></b></p> <ul style="list-style-type: none"> <li>• PE lead to evidence 30 minutes a day provision and identify additional resources and strategies to further develop active lessons and participation.</li> <li>• Teachers and PE apprentice to use assessment to target and support any children not achieving 30 minutes</li> <li>• Teachers to continue to engage children in the daily mile, 5-a-day and super movers.</li> </ul>	
		Key indicator 3	<p><b><u>Impact/ outcome for children:</u></b></p> <ul style="list-style-type: none"> <li>• Increased awareness of the wide range of different types of healthy activity available</li> </ul>	

<p><b>Focus on well-being through PE: Ensure 2023-24 plans continue to support and drive forward the achievement of whole-school priorities and values</b></p> <ul style="list-style-type: none"> <li>Develop links with and support whole-school priorities e.g. healthy eating and children's understanding between engagement in healthy physical activity programmes and the importance of healthy eating</li> </ul>		<p>Key indicator 1</p> <p>Key indicator 2</p> <p>Key indicator 3</p>	<ul style="list-style-type: none"> <li>Increased opportunities for healthy activity available</li> <li>Increased engagement in exercise</li> <li>Increased understanding of the benefits of exercise for health</li> <li>Improvement in sense of health and well-being</li> <li>Increased participation by children who normally don't engage with physical activity opportunities</li> <li>Children accessing 5 a Day or Daily Mile on a regular basis</li> </ul> <p><b><u>Evidence:</u></b></p> <ul style="list-style-type: none"> <li>Daily Mile and 5 a day and Supermovers in place</li> <li>5 a day language element used to complement Spanish programme studied in KS2</li> <li>All programmes in place and children engaging on a regular basis</li> <li>30 Minutes a Day baseline data</li> </ul> <p><b><u>Impact/ outcome for staff:</u></b></p> <ul style="list-style-type: none"> <li>PE Leads to continue to raise profile of PE and the whole-school benefits - parent letters / staff meetings / PE displayed board /</li> <li>PE Leads ensure the PE Intent Statement supports and links to the whole-school Intent statement e.g. children know the importance of life long engagement in healthy physical activity and the importance of healthy eating</li> <li>Children know that our PE intent of being healthy, happy and confident is important beyond school years.</li> <li>Develop staff knowledge and confidence across whole school with a particular focus on outdoor learning</li> </ul>	
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- ECT staff are supported within CPD training for at least 4 terms.

**Impact/ outcome for children:**

- Children to take part in OAA challenges both individually and within a team to learn how to evaluate and recognise their own success

**Evidence:**

- Continue to develop links with whole school PSHE Jigsaw programme around health (engagement in healthy physical activities and the importance of healthy eating). The Jigsaw programme is designed to teach the children how to feel confident in themselves, understand their own emotions and to go out into the world as happy, healthy, resilient and aspiring individuals.
- School Council worked together to organise Drumba for whole school engagement of all pupils and staff. Drumba offered a new exciting activity with the aim to boost confidence and to foster a love for music and staying active which was extremely popular.
- Develop links in PSHE with the Skills Builder programme including Teamwork, Staying Positive and Problem Solving. This is to help to embed whole school aims through opportunities for children to compete in PE and sport to build character and to embed values such as fairness and respect. The key aims behind the design of our curriculum are for our children to be confident, independent and resilient.
- To understand and know the career links with PE and

			<p>sport</p> <ul style="list-style-type: none"> <li>Resources are mapped to the National Curriculum and covers all objectives from Reception to Year 6.</li> </ul>	
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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
<ul style="list-style-type: none"> <li>Staff CPD</li> </ul>	<ul style="list-style-type: none"> <li>Staff have increased knowledge, confidence and skills in teaching PE and the quality of PE lessons have improved.</li> <li>Children are engaged during PE and vigorous activity is evident in all lessons.</li> <li>The class teacher is teaching alongside the coach which means whole school values and expectations are met.</li> </ul>	Due to its success, CPD will continue next year through engagement of JB Sports Coaching
<ul style="list-style-type: none"> <li>Competitions</li> </ul>	<ul style="list-style-type: none"> <li>The children's physical, cognitive, personal skills and knowledge of health has grown this year due to competitions within school and with other schools.</li> <li>Our intent statement: PE makes me healthy, happy and confident is evident through competition.</li> <li>Engagement of pupils in regular physical activity and sport increased</li> <li>The children enjoyed competing with other children, with other schools and learnt valuable life skills showing</li> </ul>	Children will have access to more competitions next year as we will be taking part competitions with JB and Skegness Academy which will involve dance, athletics, multi skills, orienteering, games and a Sports Festival for KS1 and KS2

<ul style="list-style-type: none"> <li>• <b>Afterschool clubs and lunch time clubs</b></li> </ul>	<p>teamwork, reliability, fairness and resilience.</p> <ul style="list-style-type: none"> <li>• Clubs continue to be extremely popular this year, and the children have access to valuable extracurricular activities.</li> <li>• The engagement of pupils in regular physical activity and sport increased as all year groups have had the opportunity to join the clubs which have been full and often had a waiting list.</li> <li>• Our intent statement: PE makes me healthy, happy and confident is evident through ASC and pupil voice</li> </ul>	<p>After school club provision will continue to engage pupils in regular physical activity and sport and will offer a broad range of sports termly through: JB Sports, Donna for Dance, PE apprentice and PE lead.</p>
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### Budget Summary as of 28/7/24

<b>Total Funds (Including any underspend) :</b>	-	<b>£18,810.00</b>
<b>Total Spend so Far - Identified in Plan ('Blue' figures) :</b>	-	<b>£18,810.00</b>
<b>Balance :</b>	-	<b>£0.00</b>

## 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?	27%	<p>Within a planned term of swimming lessons, pool closure affected swimming lessons for a whole class. Pupils were not able to attend swimming lessons during this term, which affected their ability to practice swimming competently over 25m.</p> <p>These barriers will not present in the next academic year as we will have local pool access once a week for 6 terms for KS2.</p>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	27%	<p>As above, one class had four fewer sessions due to pool closure. Therefore, they didn't get the quality teaching to practice the different range of strokes and perform safe self-rescue.</p>

What percentage of your current Year 6 cohort can perform safe self-rescue in different water-based situations?	21%	As above, one class had four fewer sessions due to pool closure. Therefore, they didn't get the quality teaching to practice and perform safe self-rescue.
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?	No	Due to no access to a pool, we were unable to get extra time in the pool to teach top-up swimming this year.
Have you provided CPD to improve the knowledge and confidence of staff to teach swimming and water safety?	No	

Signed off by:

Head Teacher:	Shona Hodgson
Subject Leader or the individual responsible for the Primary PE and sport premium:	Leanne Hastings and Lisa Brown
Governor:	
Date:	28.7.24