



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.

Primary PE and sports premium key indicators of improvement:

Key Indicator 1: 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 a day, of which 30 minutes should be in school

Key Indicator 2: the profile of PE and sport is raised across the school as a tool for whole-school improvement

Key Indicator 3: increased confidence, knowledge and skills of all staff in teaching PE and sport

Key Indicator 4: broader experience of a range of sports and activities offered to all pupils

Key Indicator 5: increased participation in competitive sport

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
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<p>Purchase of Skateboards, scooters and helmets to expand curriculum offer (PE and Nurture)</p> <p>Purchase a range of bikes and BMX's to ensure a more inclusive curriculum and to make better use of our current pump track.</p> <p>Purchase of water pistols to expand the curriculum offer linked to 'shooting skills' and our nurture provision – Slip and Slide 30 M glide for Wellbeing and nurture activities.</p> <p>Ramps for bikes/ scooters/ skateboards</p>	<p>Pupil voice following wellbeing day stated a desire to have skateboards and scooters. Staff and pupils are engaged through the expansion of the offer.</p> <p>Pupil voice suggests engagement in activity</p>	<p>Following an active wellbeing day provided by the Outdoor Education Company – skateboarding was a huge success with many children engaged with the activity.</p> <p>Key indicators 2 and 4 are met. Worth exploring the following schemes to help with key indicator 3</p> <p>https://www.balanceability.com/scooterwise/</p> <p>https://www.scootability.org.uk/</p>
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<p>Wellbeing days organised to enrich pupils experience and to promote an active and healthy lifestyle.</p> <ul style="list-style-type: none"> • Whole school walk • Cross Curricular Orienteering (PSHE focus) - Orienteering equipment ordered and course layout complete. • The Outdoor Education Company (Aeroball, Skateboarding/ Laser Tag/ Climbing wall) <p>(KI 2, 3 and 4)</p>	<p>Pupil voice – 96% gave a positive response</p> <p>Staff survey – Orienteering implemented and part of PE curriculum offer – direct teachers and Resi to utilize the Orienteering offer.</p>	<p>(KI 2, 3 and 4)</p> <p>Direct teachers and Resi to utilize the Orienteering offer</p> <p>Is it worth purchasing some cross curricular equipment or spend time making own resources?</p> <p>https://www.crosscurricularorienteering.co.uk/?gad_source=1&gclid=CjwKCAiAvoqsBhB9EiwA9XTWGS5j</p>
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<p>Council for Learning Outside the Classroom "LoTC Badge" NCH to complete course</p> <p>https://www.lotc.org.uk/educators/i-work-in-education/</p> <p>(KI 1,2 and 4)</p>	<p>Providing students with more opportunities to access high quality learning beyond the classroom experiences can:</p> <ul style="list-style-type: none"> • Open their eyes to the world around them and allows them to develop into well-rounded citizens • Enhance academic attainment and personal development • Support their health and well-being, and spiritual, moral, social and cultural needs <p>Teachers and pupils feel happy learning beyond the classroom.</p> <p>Positive behaviour scores improve</p> <p>Pupil voice suggests LoTC is improving their wellbeing.</p>	<p>NCH to lead as part of his performance management – enable CPD for staff.</p>
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<p>Links with outside agencies that help promote physical and mental health whilst nurture key skills such as respect and self-regulation through the power of sport and physical activity.</p> <ul style="list-style-type: none"> • Table cricket. JDR • Stoke City Community Trust – Tuesdays (Focus on Y6 that would like the Football coaching session) • Expand links with Local Primary schools (St Johns and Werrington Primary) and School Games Offer to provide greater depth of competitions and festivals on our sporting calendar – focus on Y6. 	<p>Table cricket was well received by the majority and will continue in 23/24 with the aim to get all classes involved.</p> <p>Inclusive event was a huge success giving children a residence an extracurricular activity – competing against other school and at another local primary school.</p>	<p>Stoke City Community Trust offer – completed free sessions – decided to utilize games against other SEMH schools to help engage a difficult Y6 cohort.</p> <p>Should we look to expand this offer given Football is an activity which is working well at break times and organised competitions?</p> <p>Plans to widen the inclusive event over multiple afternoons with St John’s, Springcroft, CHS and ST Thomas’. Offer to Resi children plus a few others.</p>
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<p>Y6 Residential Camp offer. To provide Y6 cohort a final opportunity to take part in a variety of outdoor activities, including the opportunity to stay overnight. TGR to organise.</p>	<p>Pupil and staff voice – Overall the experience led to lasting memories.</p>	<p>Need to ensure monitoring of camp is completed shortly after to collate data.</p> <p>Can we expand outdoor education offers to all year groups?</p>
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<p>Enhanced swimming lessons for non-swimmers and a focus on safe-self rescue. Contract with WOW swimming – Trentham. Pool closed after A1.</p> <p>Found alternative provider - New Horizons</p>	<table border="1"> <tr> <td data-bbox="846 97 1496 248"> <p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example, you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC programme of study</p> </td> <td data-bbox="1496 97 1500 248"></td> </tr> <tr> <td data-bbox="846 248 1496 347"> <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. 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 2020. Please see note above</p> </td> <td data-bbox="1496 248 1500 347">89%</td> </tr> <tr> <td data-bbox="846 347 1496 430"> <p>What percentage of your current Year 6 cohort use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)? Please see note above</p> </td> <td data-bbox="1496 347 1500 430">85%</td> </tr> <tr> <td data-bbox="846 430 1496 818"> <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> </td> <td data-bbox="1496 430 1500 818">20%</td> </tr> </table>	<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example, you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC programme of study</p>		<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. 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 2020. Please see note above</p>	89%	<p>What percentage of your current Year 6 cohort use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)? Please see note above</p>	85%	<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	20%	<p>Secured contract with New Horizons to meet the demands of the new timetable.</p> <p>Review outcomes for all</p> <p>Organise Top up sessions for less able.</p> <p>Look at hiring a portable swimming pool to be placed onsite for enhanced swimming offer - CPD for staff?</p>
<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example, you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC programme of study</p>										
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<p>Enhance children’s self-regulation through competing for the school in a variety of sports.</p> <p>(KI 1, 2, 3, 4 &5)</p> <p>Membership of CADSSA and participation in after school competitive sport</p> <p>Participate in suitable School Games events.</p> <p>Compete in an active way Links with other special schools.</p> <p>Host games where appropriate (B league football, Orienteering etc.</p> <p>To develop an SEMH PE group to help promote a range of different activities, alongside affiliation with CADSSA and the local School Games partnership broaden the experience of a range of sports and activities offered to all pupils with the view to increase participation in competitive sport</p>	<p>Y6 cohort benefitted from increased sporting opportunities. Children enjoyed competing for the school and helped encourage positive behaviour choices.</p>	<p>Can we get more SEMH school links to broaden sporting opportunities for more children?</p> <p>JSH to promote SEMH school links and host multiple football matches as a starting point.</p>
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*Previous considerations not actioned in 2022/23:

<p>Expand curriculum opportunities through the development of PE and physical activity opportunities the school provides.</p>	<p>Purchasing of a range equipment and promoting its use.</p> <ul style="list-style-type: none"> Balance bikes <p>https://www.balanceability.com/quick-quote</p> <p>Staff trained on the use of</p>	<p>£ Pack of 5 x 14" Balance Bikes</p> <p>£645</p>	<p>% of non-riders have reduced – insert data here.</p> <p>Wellbeing Activity days build up to Mountain biking given pupil voice – add data here.</p> <p>Pupil voice shows engagement in Mountain boarding etc.</p>	<p>BALANCE BIKES – CAN WE ADJUST THE OLD BIKES?</p> <p>Utilise the most confident staff to offer CPD to others. JSH to liaise with those staff members (JDR/ TGR/ NCH</p>
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<p>(KI 1 and 4)</p> <p>(KI 3 and 4)</p>	<p>mountain boards</p> <p>Purchase of Skateboards, scooters and helmets to expand curriculum offer (PE and Nurture)</p> <p>Purchase a range of bikes and BMX's to ensure a more inclusive curriculum and to make better use of our current pump track.</p> <p>Purchase of water pistols to expand the curriculum offer linked to 'shooting skills' and our nurture provision – Slip and Slide 30 M glide for Wellbeing and nurture activities.</p> <p>Ramps for bikes/ scooters/ skateboards</p>	<p>£1639.24</p> <p>£3000</p> <p>£200</p> <p>£129.99</p> <p>£199.80</p>	<p>Pupil voice following wellbeing day stated a desire to have skateboards and scooters. Staff and pupils are engaged through the expansion of the offer.</p> <p>Pupil voice suggests engagement in activity</p>	<p>to offer CPD to Residential staff to support Residential activities.</p> <p>Look into a 'scooter-bility' skateboarding scheme of work – as well as bikes to reduce the number of non-riders.</p> <p>Used as part of a Summer wellbeing event and utilised within the curriculum.</p>
<p>Continue to expand our offer by purchasing a 9 pack disc golf set to set up around our school grounds.</p>	<p>JSH and NCH to provide relevant CPD – can be linked to inclusive sporting offer inviting other schools to play?</p>	<p>£930</p>	<p>Pupil and staff voice – feedback.</p>	<p>Monitor it's use and set up course. Ensure relevant RA are completed.</p> <p>Awaiting response – will roll over</p>
<p>Purchase new AFPE safe practice handbook to ensure the school is acting responsibly.</p>	<p>Generate order form</p>	<p>£44.99</p>	<p>Essential handbook.</p>	<p>Objective carried over into 23/24 action plan.</p>

<p>Improve resources available to children during break-times to help improve their independence and life skills. This will improve behaviour during break.</p> <p>(KI 1 & 4)</p>	<p>*Purchase 4 man Aeroball Unit</p>	<p>£11,640</p>	<p>Improve Activity levels at break and engagement.</p>	<p>Objective to be carried over to 23/24 action plan.</p>
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*May not be able to action this based on SP criteria – needs clarification and up to date costings.

<p>Launch Speed Stacks school sports pack – 15 Sets. Provide a more inclusive curriculum and broaden the indoor break offer and nurture provision.</p>	<p>Purchase School pack and liaise with di@speedstacks.uk price up CPD for staff and/ or wellbeing day for the pupils – 2023/24</p>	<p>£360.00</p>	<p>Speed stacks have been well received and have improved our break time and nurture offer!</p>	<p>Arrange CPD and or Wellbeing day for 2023/24</p> <p>Awaiting response – will roll over next years</p>
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JSH to formulate SP planning in conjunction with SLT and teaching staff. JSH notes from previous years spends and objectives carried forward to be considered in 2023/24 spending plan.

Key priorities and Planning

Action you are planning to do	Who does this activity impact?	Indicator to meet	Cost	How will this be achieved?	Cost linked to the action
<p>Given increased sporting calendar there is a need to replenish existing P.E kits and purchase new home and away football kits. NCH to offer kit design during next school council meeting</p> <p>(KI 3 and 4)</p>	<p>JSH to generate order to roll out kit design during school council meeting (JAN 24)</p> <p>Pupils as they will take part in the increased competitive sporting offer.</p>	<p>Staff trained on the use of mountain boards</p> <p>Purchase of Skateboards, scooters and helmets to expand curriculum offer (PE and Nurture)</p> <p>Purchase a range of bikes and BMX's to ensure a more inclusive curriculum and to make better use of our current pump track.</p> <p>Purchase of water pistols to expand the curriculum offer linked to 'shooting skills' and our nurture provision – Slip and Slide 30 M glide for Wellbeing and nurture activities.</p> <p>Ramps for bikes/ scooters/ skateboards</p>	<p>£1639.24</p> <p>£3000</p> <p>£200</p> <p>£129.99</p> <p>£199.80</p>	<p>Pupil voice shows engagement in Mountain boarding etc. Pupils wanting to represent the school.</p> <p>Pupil voice following wellbeing day stated a desire to have skateboards and scooters. Continued links with CADSSA and SEMH schools enable a greater number of sporting opportunities.</p> <p>Pupil voice suggests engagement in activity</p>	<p>BALANCE BIKES – CAN WE ADJUST THE OLD BIKES?</p> <p>Utilise the most confident staff to offer CPD to others. JSH to liaise with those staff members (JDR/ TGR/ NCH) to offer CPD to Residential staff to support Residential activities.</p> <p>Need to cost price of Look into a 'scooter-bility' skateboarding scheme of work – as well as bikes to reduce the number of non-riders.</p> <p>Used as part of a Summer wellbeing event and utilised within the curriculum.</p>

<p><i>CPD for teachers.</i></p> <p><i>To continue to enhance the sporting opportunities for all through affiliation with CADSSA and School Games.</i></p> <p><i>To develop inclusive events through links with SEMH schools and mainstream schools (least active/SEN)</i></p> <p><i>Top up swimming sessions for least able.</i></p>	<p><i>Teachers. – Will gain CPD and Skills to deliver quality sessions</i></p> <p><i>JSH time to organize and facilitate opportunities.</i></p> <p><i>JSH/ DBE in organizing cover to facilitate offer</i></p>	<p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i></p> <p><i>Key indicator 5: Increased participation in competitive sport.</i></p> <p><i>Key indicator 3, 4 and 5.</i></p> <p><i>Key indicator 2</i></p>	<p><i>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, as a result improved % of pupil’s attainment in PE.</i></p> <p><i>% of children taking part in extracurricular sport is high. SEMH schools register developed to ensure all staff are able to continue the developing links</i></p> <p><i>Pupil voice highlights the positive impact of sporting fixtures</i></p> <p><i>Pupil voice and Y6 swimming Data is positive.</i></p>	<p><i>Need to cost</i></p> <p><i>CADSSA fees -£73</i></p> <p><i>School Games sports hall athletics £60</i></p> <p><i>£500.</i></p>
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Key achievements 2023-2024

This template will be completed at the end of the academic year and will showcase the key achievements schools have made with their Primary PE and sport premium spending.

Activity/Action	Impact	Comments

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>Janey Hancock</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>James Sheldon – PE Lead</i>
Governor:	<i>()</i>
Date:	