



# 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
For information regarding 2022/2023 spend and key achievements see PE and sport Premium Impact report 2022/2023		

## 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>Introduce a wider range of zones and build on our bank of resources switching the zones on a regular basis to promote positive play at lunchtime so pupils develop a wide range of skills, team work and social skills.</p> <ul style="list-style-type: none"> <li>- Develop a new scooter zone with new JD Bug scooters</li> <li>- Ongoing training of new staff</li> <li>- Partition the playground</li> </ul>	<p>Children will have a wide range of activities that will enable them to be physically active at lunchtime and playtime.</p> <p>Adults will be trained as needed to implement the zones and used to guide and support the children with these activities whilst modelling fair play, good sportsmanship, having a positive attitude and making correct choices. Playtimes will be structured.</p>	<p><b>Key indicator 2:</b> The engagement of <u>all</u> pupils in regular physical activity</p> <p><b>Key indicator 3:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Pupils are engaged in more physical activity and children have the opportunity to develop a love and enjoyment of physical activity . Children are introduced to new sports of which they are able to further develop through the use of different zones. The resources are used and planned in effectively to meet the needs of the playground and playtimes are more structured leading to less incidents. The playground staff have been trained effectively and further training has been implemented when needed to ensure positive play remains.</p>	<p>£243.52</p>
<p>To support the physical and mental wellbeing of the children through use of zones of regulation, sensory circuits, movement breaks.</p>	<p>All children have access to individual movement breaks in the classroom if they feel they need it. All children have access to zones of regulation to express their feelings and receive support from staff. Pupils benefit from Sensory circuits set up daily to support pupils regulation and concentration during the school morning. Teachers utilise a range of movement breaks throughout the day in class to support concentration and emotions. Key knowledge in PE highlights importance of physical exercise to improve mental health.</p>	<p><b>Key indicator 1:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p><b>Key indicator 2:</b> The engagement of <u>all</u> pupils in regular physical activity</p>	<p>Feedback from staff and children demonstrate the zones and sensory circuits have improved self regulation specifically with pupils.. Zones enable pupils to express their feelings and help them to receive instant support for these feelings so they are ready to learn. Teachers have noted that movement breaks support concentration and focus during learning times. Ensure each year the importance and impact of movement breaks and zones of regulation are highlighted to all staff.</p>	<p>£37.47</p>

	All children took part in National Mental Health and well being week. Staff trained in zones of regulation and additional staff trained for sensory circuits.			
To participate in local and national challenges to maintain the profile and importance of sustainable and active travel to school Continue to further develop links with Sustrans to explore new activities and funding opportunities	<p>The school community have been actively supporting safe and active travel to school, with pupils and parents demonstrating good engagement in our challenges. New bike and scooter pods have enabled us to promote active travel to school and these are being widely used. Class surveys have been carried out during the year regarding travel to school and a whole school survey has also taken place to promote safer travel, working with the school community and local authority to improve safety and active travel.</p> <p>School made close links with Sustrans school link supporting school in promoting and participating in the WOW 'Big Wheel and Walk' challenge, 'Leg It to Lapland' challenge and Walk to School Week and the golden padlock.</p> <p>Sustrans link has supported with a number of projects through the year in acquiring bikes and scooters and offering a bike service to the school community.</p>	<b>Key indicator 2:</b> The engagement of <u>all</u> pupils in regular physical activity	<p>Children are now more aware of the benefits of active travel for both themselves and the environment. Pupils can demonstrate an understanding of how active travel also helps to reduce air pollution and congestion.</p> <p>We have helped to promote more active travel to school by participating in national and local events which have all resulted in more active travel or want to travel more actively from our pupils, with many of our Foundation pupils riding scooters to school or parking and striding to school. With this in mind we held more scooter workshops giving children the confidence to ride scooters and we have implemented the use of scooters in our Fun Fit Friday days in school too to support pupils confidence riding scooters. Impacting pupils and families resulting in more pupils engaging in walking, scooting or walking and driving to school. The donation of some equipment has also supported pupils to practice scooting and riding skills in school.</p>	

<p>To offer a broad and balanced curriculum with clear learning goals and key knowledge identified to ensure progression through the years.</p> <p>Continue to invest in whole school progressive scheme (Get Set 4 PE) to ensure continued progression of key skills across the school to consistently deliver high quality PE planning.</p>	<p>Pupils build on their knowledge and skills as they progress through the school. Pupils individual needs are catered for throughout the PE planning to ensure all pupils make progress. Teachers are up to date with new schemes and skills. Pupils lessons are fun, engaging with skills that area progressive.</p>	<p><b>Key indicator 1:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p><b>Key indicator 2:</b> The engagement of <u>all</u> pupils in regular physical activity</p> <p><b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils</p>	<p>The children have a broad and balanced curriculum that highlights key knowledge and skills enabling progression through the year groups. Long term, medium term and weekly planning has been adapted and improved (though staff audit and monitoring) to support teachers in their PE sessions and the use of Get set 4 PE continues to support us in improving planning and resourcing for PE. Pupils are engaged and enjoy PE lessons.</p>	<p>£ 306 for Get Set 4 PE membership</p>
<p>Continue to participate in any national/local initiatives to promote PESSPA.</p>	<p>Staff aware of when key events and initiatives are taking place nationally, locally and world wide to promote a range of sporting activities to develop pupils knowledge and interest in a range of sports.</p>	<p><b>Key indicator 3:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Pupils benefit from our school participating in and teaching national and local initiatives such as National Sports Week, Sports Champions, Euros, Olympics enrichment activities. This offers them a wide range of experiences with different sports and activities.</p>	
<p>Introduce pupils to a wide range of sporting activities, enriching the curriculum and promoting new sports to pupils.</p>	<p>Team Rubicon providing progressive workshops for all pupils, extending their scooting skills. Pupils benefit from quality coaching providing them with enjoyable informative and active scooter sessions.</p> <p>Kickboxing introductory sessions for Reception and Year 1 pupils providing pupils with a new sport enriching interests.</p> <p>Pupils benefiting from a range of sporting activities during Fun Fit Friday and Olympic day.</p>	<p><b>Key indicator 2:</b> The engagement of <u>all</u> pupils in regular physical activity</p> <p><b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils</p>	<p>Pupils learn how to be safe whilst having fun and being active. Pupils confidence have improved on the scooters promoting use of scooters more outside school and travelling to school.</p> <p>Pupils to have expressed their enjoyment in taking part and trialing different sports, with new equipment.</p>	<p>£1333.72</p>

<p>Introduce a 'Sportfolio' to find out and celebrate the wide range of sports and physical activities that the children take part in outside of school</p>	<p>Pupils learn different sports from others and the enjoyment this can give as well as know what is available to them. Teachers learn the sporting interests of pupils to help engage them in learning as well as introduce new sports to pupils and enriching their experiences where possible.</p>	<p><b>Key indicator 3:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement <b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils <b>Key indicator 5:</b> Increased participation in competitive sport</p>	<p>Pupils have the knowledge of what is on offer to them and celebrate sporting achievements outside of school. Pupils who do not take part in physical activities have learnt from their peers and some have progressed in joining new sporting or trialing new activities outside school.</p>	
<p>To continue membership with Association for Physical Education (AfPE) and</p>	<p>PE leads use AfPE to maintain high standards and safe practice in all aspects and at all levels of physical education, school sport and physical activity, influencing developments in PE impacting pupils' physical health and emotional well-being.</p>	<p><b>Key indicator 1:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport <b>Key indicator 2:</b> The engagement of <u>all</u> pupils in regular physical activity</p>	<p>School is up to date with national developments and maintains high standards and safe practice in all aspects of physical education, school sport and physical activity for all pupils.</p>	<p><i>£115 subscription for Association of Physical Education.</i></p>
<p>The PE and Sports Premium continues to partially fund the position of our Specialist PE Teacher drives continuous improvement, promotes high quality teaching and learning and offers targeted interventions.</p>	<p>Pupils accessing high quality PE/games teaching from main teaching staff and continued skill development through the support of specialised coaching every week. Key pupils are identified to receive targeted, tailored interventions planned and delivered across Key Stages including, move to learn, sensory circuits and movement breaks supporting them to be ready to learn.</p>	<p><b>Key indicator 1:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport <b>Key indicator 2:</b> The engagement of <u>all</u> pupils in regular physical activity <b>Key indicator 3:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Teachers know how to develop skills within their year group and planning is progressive as well as being responsive for pupils individual needs developing their confidence in PE and ensuring progression from their starting point. Move to learn and sensory circuits continue to be a resounding success enabling children to regulation their emotions and access learning in the classroom.</p>	<p><i>£16123.90</i></p>

<p>Audit staff skills, knowledge and confidence through a questionnaire to ascertain staff needs.</p>	<p>Staff reflect on their current skills and knowledge. Staff reflect on their teaching and learning in PE and give feedback to improve planning and progression in PE.</p>	<p><b>Key indicator 1:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Planning has been adapted to reflect staff audit results. Planning has a clear learning goal, with supporting activities and questioning to support the delivery of PE lessons. Staff are confident teaching PE and ensuring children are making progress from prior learning.</p>	
<p>New PE lead to role to understand Role of PE lead, understand curriculum and develop PE further.</p>	<p>PE lead supported by sports coach to become familiar with the role. Working and liaising with each other to continue to move PE forward in school.</p>	<p><b>Key indicator 1:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport <b>Key indicator 3:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>PE lead is familiar with PE lead role and has actioned points on action plan through the year, raising the profile of PE and a range of different sporting activities.</p>	
<p>To audit, review, replenish specialist equipment and teaching resources to develop a fully inclusive curriculum and for pupils to practise skills learnt in PE at playtime.</p>	<p>PE leads to use audits form staff and pupils, as well as audits of current equipment to purchase new resources to continue to enrich the PE curriculum, offering a larger range of sports for pupils to access and be introduced to. Teachers need to know how to teach some of the non-traditional sports when integrating them into Fun Fit Friday sessions.</p>	<p><b>Key indicator 1:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport <b>Key indicator 2:</b> The engagement of <u>all</u> pupils in regular physical activity <b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils</p>	<p>The PE curriculum continues to be well resourced, reviewed and replenished to ensure pupils have access to a range of activities that broaden their opportunities for physical and sporting activities. Outside agency checks also ensure our equipment is safe to use.</p>	<p>£591.75</p>
<p>Identify and book additional activity providers to offer taster sessions during the school day.</p>	<p>Year 1 and Foundation pupils have accessed kickboxing taster sessions which will now become an additional club in school. All pupils have been offered the opportunity to access an additional active sports club before school.</p>	<p><b>Key indicator 2:</b> The engagement of <u>all</u> pupils in regular physical activity <b>Key indicator 3:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement <b>Key indicator 4:</b> Broader</p>	<p>Due to a good response from the children taking part in taster sessions and feedback from staff we have booked in provision for the next academic year.</p>	

		experience of a range of sports and activities offered to all pupils		
School to continue providing clubs led by school's Specialist PE Teacher and other teaching staff. Continue to encourage active outside providers offering clubs.	All year groups have opportunity to book their children in and Pupil premium pupils have been able to access additional sporting activities.	<b>Key indicator 2:</b> The engagement of <u>all</u> pupils in regular physical activity <b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils	We have had consistent numbers and continued demand for club places with all children thoroughly enjoying the club and often wanting to come back the following term. Reserve lists were put in place to ensure maximum opportunity for all pupils.	
Liaise with Baden Powell and St Peters regarding Sports Day for Summer 2024.	Whole school Sports Day held at Baden Powell and St Peters Junior School with huge success.	<b>Key indicator 2:</b> The engagement of <u>all</u> pupils in regular physical activity <b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils <b>Key indicator 5:</b> Increased participation in competitive sport	Another successful whole school Sports Day held at Baden Powell and St Peter's Junior School. All activities were progressive and inclusive for all pupils. All efforts/achievements were celebrated with whole school awards. Overwhelming positive feedback from parents, pupils and staff.	£ 268.18 for equipment for Sports Day
To liaise with Poole School Games Organiser or PE leaders within CLP to arrange inter school competition.	Pupil premium pupils took part in Poole schools games competition and CLP sports day trying different sporting activities and competing against pupils of similar age. PE lead and sports coach liaising with other PE leads and School games organisers to find relevant competitions to attend.	<b>Key indicator 2:</b> The engagement of <u>all</u> pupils in regular physical activity <b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils <b>Key indicator 5:</b> Increased participation in competitive sport	School competitions/events have been further developed this year. The children have relished the additional opportunities for competition within peers. Due the age of pupils there are limited opportunities however more games opportunities will be looked into further.	£25.04

## Key achievements 2023-2024

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

Activity/Action	Impact	Comments
<p>To improve inter school events for pupils and inter school competitions Liaise with PE Leaders and outside sports associations, (School Games Organiser) to attend additional sports events for pupils and hold inter school competitions for all pupils in school.</p>	<p>The children have relished the additional opportunities in Fun, Fit Fridays for competing with their peers within their year groups. This has created real sportsmanship between the classes and given the opportunity to take part in a range of team sports. Additional funding has enabled us to improve our resourcing to extend our Fun Fit Friday offer to hold more team sports. Selected pupils attended sports events held across Poole. These pupils were a credit to school and enjoyed competing with pupils from different schools and learning a range of new physical activities. These events have offered some of our pupils additional enrichment sporting activities outside of school.</p>	<p>Links have been made with School Games organisation to further develop enrichment physical activities for our disadvantaged pupils. Next year we aim to make more links with infant schools to extend the offer as there are limited events for KS1 pupils. Through fun fit Friday inter games we can continue to offer team sporting activities for pupils to take part in to develop team knowledge and skills. Resourcing will be continuous to continue to develop these events.</p>
<p>To promote positive play so pupils develop a wide range of active skills, team work and social skills.</p>	<p>Playtimes are a positive experience for pupils where they are engaged in active activities which has resulted in positive behavior at playtimes and less incidents. Playtime purposeful and staff actively promote the activities that have been set out. Pupils learn social skills including sharing, turn taking, demonstration, team work and resilience.</p>	<p>Resources will need to continue to be upgraded and playzones will need to be continuously updated and changed to keep playtimes positive especially as the children move up the school. The introduction of sports leaders and playleaders will support this in future.</p>
<p>Introduce pupils to a wide range of sporting activities, enriching the curriculum and promoting new sports to pupils.</p>	<p>Through the portfolio we were able to identify and celebrate sporting achievements outside school and introduce new sports to pupils. This has inspired some pupils to want to carry out different sporting activities outside school. Through inviting outside professionals</p>	<p>Through feedback from our pupils and teachers we will use sports premium funding to extend our resources to offer more enrichment sporting activities through sports week, enrichment and fun fit Friday additional to our PE curriculum. This will</p>

	<p>into school pupils have been able to try sports they had not tried before and continue these if they wish. Though inviting athletes and holding assemblies and Olympic week pupils have been able to learn about different sports, how to get into them or try out new sports that they might like to continue in the future. By offering taster sessions PE leads were also able to see sports children would like to take part in in school and resources can be bought to extend this sporting activity offer.</p> <p>Pupils have the knowledge of what is on offer to them and celebrate sporting achievements outside of school. Pupils who do not take part in physical activities have learnt from their peers and some have progressed in joining new sporting or trialing new activities outside school.</p> <p>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</p>	<p>be in the way of resources or professionals coming into school to carry out sessions with our pupils.</p>
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## Swimming Data

Meeting National Curriculum requirements for swimming and water safety.

*Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study*

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	%	N/A
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	%	N/A
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	%	N/A
If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?	Yes/No	N/A
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	N/A

Signed off by:

Head Teacher:	<i>Mrs Ali Carter</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Mrs Sharon Wilson – PE subject lead</i>
Governor:	<i>(Name and Role)</i>
Date:	11/7/24