



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
Active Uniform embedded	Implementation of Active Uniform has been a 'game changer' in terms of amount of active time in school and in terms of children's motivation and confidence to be active during the school day.
SEND PE Interventions	SEND PE Interventions have delivered high quality targeted activity to hard-to-reach children through fencing, cycling and tennis. They are now able to participate in more mainstream PE lessons
Getset4PE Scheme in place	PE Scheme is now embedded in teaching and learning. The scheme has enabled more consistency in the skills and knowledge which children are learning from each unit. More work is needed in this area.
Family activity interventions in Forest Schools, Tree Trail, Orienteering, Kinder Walk and Big Stone walk.	Inviting parents to be involved in active challenges and activities within school time has helped to improve family activity levels and family bonding. The Kinder walk was particularly successful as we had nearly all of the year 6 parents on the walk. Many had never been up Kinder before despite living here their whole lives.

High levels of participation in School Sports events	Maintained a high level of participation in a wide variety of intra and interschool sports events. Children have attended on average 5 events each in KS2 and 2 events each in KS1. Demand from children is higher than ever.
Full program of off site outdoor and adventurous activities from year 2 to year 6.	These days at Whitehall and Lea Green have developed the children's sense of adventure, independence and resilience. It has helped them to try new things and be brave in their choices.
Swim teachers now in the water taking 1-1 lessons	Improvements in swimming provision for SEND and non-swimmers. Better communication with swim teachers has improved quality of sessions.
New playground timetable	Better use of play areas and reduction in genderisation of certain play areas. No ball days have broadened play options for many children.
Focus on an 'Active Day' – opportunities for movement in everything we do	Exceeded the 30-minute target for activity across all year groups through active playtimes, Forest Schools, 2 hours of PE and School Sport.
Embedding Class Dojo as the main form of communication with parents.	Class Dojo used as a clear channel to champion PESSPA across the school. Great engagement from parents and children in this system. Dojo has enabled us to use PESSPA as a halo effect across the whole school.
Successful year of Sports Captains and introduction of formal Health Champion role.	PESSPA Leadership roles go from strength to strength with the successful introduction of Health Champions. Health Champions has provided a great opportunity for leadership in year 5. The children have delivered a range of activities for their class around healthy eating.
Strong network of best practice developed with Hayfield and St Marys schools.	Working together has enabled the children in year 6 to get to know children they will be at High School with. Joint meetings and shared transport has helped the children see the world outside of their Primary School.
Achieved Platinum School Games Award	7 years of hard work to achieve this award which celebrates a long-term dedication to PESSPA.

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><i>Charging structure for Wrap Around club changed so that children can attend after school sports and activity clubs.</i></p>	<p><i>All children</i></p>	<p><i>Key indicator 2 -The engagement of all pupils in regular physical activity</i></p>	<p><i>Children are now able to attend after school clubs without a financial penalty for parents. We now have an after-school Netball Club and Forest School club where children can attend then go to wrap around with no extra cost for parents.</i></p>	<p><i>No cost</i></p>
<p><i>Establish better system for recording cycling ability by class. Develop GEARS cycling scheme in school.</i></p>	<p><i>All children</i></p>	<p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p><i>We now have a monitoring system for cycling ability across school. Any children who are not able to ride in year 5 are given 1-1 lessons. SEND children in year 5 have had extra cycling lessons both inside and outside school time. We have offered Bikeability sessions to 5 different year groups:</i></p> <p><i>Reception – Balance Bikes/Learn to Ride</i></p> <p><i>Year 4 – Cycle skills</i></p> <p><i>Year 5 – Bikeability 2</i></p> <p><i>Year 6 – Bikeability Transition</i></p>	<p><i>The cost for this has been included in the PE Coordinator salary. We spent a around £300 on bike repairs and maintenance.</i></p>

<p><i>Midday Supervisor training to improve the quality of playtimes</i></p>	<p><i>All Children</i></p>	<p><i>Key indicator 2 -The engagement of all pupils in regular physical activity</i></p>	<p><i>Midday supervisors have received Autism training to help them provide better activities for children with SEND.</i></p>	<p><i>Included in school budgets</i></p>
<p><i>Family based activities and interventions</i></p>	<p><i>All children but particularly those on FSM and SEND</i></p>	<p><i>Key indicator 2 -The engagement of all pupils in regular physical activity</i></p>	<p><i>Family activity sports day was very successful in getting parents and children to try new sports and activities. We have done several 1-1 referrals this year to sports clubs outside of school. Set-up of a women's basketball session for parents has also been very successful.</i> <i>We have promoted the Ethel ready app and started to develop a fleet of pool bikes for parents to loan outside of school.</i></p>	<p><i>£300 in equipment and resources</i></p>
<p><i>Re-establish Girls only football sessions</i></p>	<p><i>Girls in KS2</i></p>	<p><i>Key indicator 5: Increased participation in competitive sport</i></p>	<p><i>We have re-established girls only football lunch times on the top playground. This is something that the girls really value and has increased their confidence to play with the boys on mixed football days.</i></p>	<p><i>No cost</i></p>

<p><i>Develop Sports Leadership scheme</i></p>	<p><i>Sports Captains in Year 6 – benefitting the whole school</i></p>	<p><i>Key indicator 2 -The engagement of all pupils in regular physical activity Key indicator 5: Increased participation in competitive sport.</i></p>	<p><i>This initiative has been the biggest success of the year. Our 10 Sports Captains have run 10 different activities for children across the school both in school hours and after school. Activities have included Ninja Warriors for KS1 and Gladiators and World Cup football for KS2. These activities have given a huge number of children the chance to be involved in fun competitive sport within school. The leaders have gained valuable experience of running events.</i></p>	<p><i>£400 for Hoody's and resources.</i></p>
<p><i>Embed Key Vocabulary in teaching team practice for PE</i></p>	<p><i>Whole School</i></p>	<p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i></p>	<p><i>We have started this process but there is still much to do. The use of Getset plans has helped to regulate delivery of lessons but key vocabulary is still not consistent.</i></p>	<p><i>£550 for Getset4PE</i></p>
<p><i>Better provision for mud in school</i></p>	<p><i>Whole School</i></p>	<p><i>Key indicator 2 -The engagement of all pupils in regular physical activity</i></p>	<p><i>Active time in Forest School lessons has been limited by the time taken to clean children and their footwear before going into school. Plans in place for better changing and welly storage for</i></p>	<p><i>New shed from school budget not PE budget</i></p>

<p><i>Sports Taster days to promote new activities</i></p>	<p><i>Whole School</i></p>	<p><i>Key indicator 4 – A broader range of sports and activities offered in school</i></p>	<p><i>2024/25.</i></p> <p><i>In February, we had a whole school Skateboard taster day. Every child from year 2 – 6 had the chance to learn skateboard skills. There was a real buzz around school that day and many inactive children went on to buy skateboards for use at home.</i></p>	<p><i>£360 for Team Rubicon</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
Active Forest Schools for all children in school	Children are now skilled in how to play in the woods. They have become more adventurous, more active and more confident. These skills have helped to build confidence, resilience and independence which the children can use in other areas of their lives.	All these elements are delivered through the Sports Premium funding. We use the funding to employ a dedicated PE Coordinator and Forest School leader.
Continuation of a very high level of school sports for all children.	Children in KS2 have attended on average 5 events each. Children in KS1 have attended 2 events each. Demand for school sport from the children remains very high.	
Fun based PE lessons	PE Curriculum is wide and includes a large range of non-traditional activities which appeal to children who don't like invasion ball sports eg Orienteering, golf, tennis.	
Sports Captains	This scheme has been our biggest success of the year. The captains have planned and organized a range of after school and in school activities for both KS1 and KS2 children. The KS1 Ninja Warriors was particularly successful and 38 children in Reception and KS1 took part. 209 children from KS2 have taken part in the other after school events which include World Cup Football, Gladiators and Smugglers Run. The captains have run year 2 playtimes every week and have run a	

<p>Health Champions</p>	<p>whole school Danceathon. They have run 2 year 2 PE lessons and helped to select the new Sports Captains for 2024/25.</p> <p>The Health Champions scheme has run with 5 children from Year 5. They have attended 3 workshops to learn about healthy eating, activity and mental health. The Champions have then come back to school and run activities for their class. In March we had a Health Champions day where the class dressed up as fruit and vegetables, we made healthy pizzas and had a blind taste testing. Our school has been selected as a case study for the High Peak as to how Health Champions can be run successfully.</p>	
<p>Cycling curriculum</p>	<p>We continue to develop our cycling curriculum across the school. Reception children benefit from weekly balance bike sessions and learn to ride. We have a high proportion of children in Reception class who can ride a pedal bike.</p> <p>We have run cycle skills sessions for year 4, Bikeability 2 for year 5 and Bikeability Transition for year 6. 2 SEND children have benefitted from 1-1 Mountain bike coaching on off road trails. Children at NMPS have a range of opportunities to become safer, fitter and more skilled bike riders.</p>	
<p>Family based activities</p>	<p>Family based activity is the key to lifelong habits of good physical activity for many children. Towards this end we have continued to encourage family-based activities through 2 SPUNCH Orienteering events outside of school. We have also delivered a family activity-based sports day where children and parents were encouraged to be active together.</p>	

<p>Daily Mile</p>	<p>We have continued to run Daily Mile for the 10th year in a row. These short activity sessions in the mornings help children to stay fit and healthy and are a great way to start their learning for the day.</p>	
<p>Curriculum Link Days</p>	<p>We have run several curriculum link days where we have brought physical activity to a classroom subject. Activities have included Yoga sessions during Neurodiversity Day and Viking woodland day for year 4.</p>	
<p>Competitive Sport</p>	<p>We have attended 44 different sporting events and festivals this year. This has given children a huge number and range of opportunities to take part in competitive sport at all levels.</p>	
<p>Broad Range of sports offered</p>	<p>We have offered over 20 different sports and activities through the PE curriculum and School Sport. This range has enabled children to try things they may not normally encounter. We have re-enforced pathways to clubs outside of school through 1-1 contact with parents and children.</p>	
<p>Outdoor and Adventurous curriculum</p>	<p>Children from year 2 to year 6 have benefitted from day and residential trips to White Hall and Lea Green. This progressive program of activities ensures that all children have the chance to try outdoor and adventurous activities in a safe setting.</p>	

Swimming Data

Meeting National Curriculum requirements for swimming and water safety.

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

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	94%	<p><i>We have a high percentage of children meeting the National Curriculum award this year. Most children have swimming lessons outside of school time. For those children who did not meet the standard by the easter of their year 5, we continued their lessons into year 6.</i></p> <p><i>For those children who came to the school in year 5 or 6 we have given them extra lessons to help them achieve as high a standard as possible before they leave. The extra lessons have been given alongside our normal lessons so there has been no impact on the Sports Premium budget.</i></p>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	94%	<p><i>In the easter of year 5 we formally assess all children to establish whether they have met the National Curriculum award for distance and range of strokes.</i></p>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>100%</p>	<p><i>This years cohort from year 6 have had 4 sessions of water safety as part of their school swimming lessons. They have also had a water safety drama morning where we went through scenarios they may come across where they would need some water safety knowledge.</i></p> <p><i>The whole year 6 class went to Delamere water park in May and experienced open water swimming. We discussed cold shock and open water safety at this session.</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>No</p>	<p>Our provision has been funded through our school swimming budget.</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>No</p>	<p>The staff who teach swimming are experienced and have not required any CPD this year.</p>

Signed off by:

Head Teacher:	<i>Laura Shepley</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Sue Fisher – PE Coordinator and Forest School Leader</i>
Governor:	<i>Emma Holland</i>
Date:	4/7/2024