



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
<ul style="list-style-type: none"> Maintain commitment to active 30 using existing resources 	<ul style="list-style-type: none"> Pupils are now active from the start of the day. Pupils arrive in morning lessons alert and ready to learn. Pupils partake in a range of dances to popular music resulting in a positive mind-set and increased general wellbeing. 	
<ul style="list-style-type: none"> Daily Mile – Maintain the use of the Daily Mile track by promoting the London mini marathon scheme. 	<ul style="list-style-type: none"> Daily Mile has been consistently undertaken each day by all classes resulting in increased levels of fitness and an improvement in the amount of time and distance that they are able to run for. The whole school took part in the TCS London mini marathon and everyone received a medal – we are waiting to hear whether we broke the Guinness Book of Records. Children chose to participate in the running activity at lunchtime as part of the carousel. 	Running wasn't a popular lunchtime activity due to the other options available to the children.
<ul style="list-style-type: none"> Achieve Active Mark accreditation 	<ul style="list-style-type: none"> The profile of sport in school is higher than ever. Pupils can participate in a range of activities. The school achieved the Bronze Active School Award. 	
<ul style="list-style-type: none"> Introduce Take 10 to improve Literacy and Numeracy Skills through being active. 	<ul style="list-style-type: none"> We had technical difficulties loading the CD Rom onto the server. Our in house sports coach has looked at the DVD at home and has incorporated some of the ideas into her warm ups. 	

<ul style="list-style-type: none"> • Forest Schools – To improve children’s readiness to learn particularly in the EYFS in relation to fine motor skills, vocabulary development and managing relationships. 	<ul style="list-style-type: none"> • Children have developed skills needed in order to ensure they are ready to learn inside and outside the classroom. They have improved fine motor skills, vocabulary and social skills. 	
<ul style="list-style-type: none"> • PE Hub will continue to be used to support the planning and delivery of PE. 	<ul style="list-style-type: none"> • Teachers (including new staff) continue use PE Hub effectively, ensuring clear skills progression across the year groups and better outcomes for pupils. • Staff offer a broader range of high quality sports clubs. 	
<ul style="list-style-type: none"> • Qualified coaches to lead weekly sessions with the children covering a range of sports, staff (including support staff) to observe, team teach for CPD. • In house development of capacity through team teaching with qualified PE lead. 	<ul style="list-style-type: none"> • PE has been taught by some TAs with training and support from sports coaches CB, MM, RB • Support staff are now more confident in supporting the teaching of PE, leading to better pupil performance in lessons. 	
<ul style="list-style-type: none"> • Maintain the broad range of sports clubs to include Netball, athletics and rounders. • Expand the taster sessions on offer to pupils. • Promote clubs, especially to pupils who don’t always participate through fully funding these for target groups. 	<ul style="list-style-type: none"> • Club participation continues to grow. • Children visited Mote Park and experienced: paddle boarding, rowing, peddle boats and kayaking. • More pupils take part in after school clubs, especially those in receipt of pupil premium. 	<p>Whilst Mote Park was a really successful experience we feel that it wasn’t cost effective in order to reach a wider range of pupils.</p>
<ul style="list-style-type: none"> • Interschool and potentially federation competitions and fixtures to be organised. 	<ul style="list-style-type: none"> • Children have visited other venues and experienced taking part in a competition as part of a team or individually. 	

Key priorities and Planning (2023-2024)

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>Maintain commitment to active 30. Actions:</p> <ul style="list-style-type: none"> Buy a set of Moki trackers to track physical activity/steps and MVPA and implement throughout the school. Train staff in using the trackers including the analysis software. Consider termly awards and certificates and set up competitions for physical activity tracking against other schools including Newington CEP. Relaunch Daily Mile – linked to trackers as well 	<p>All teachers and Teaching Assistants as they will take part.</p> <p>Pupils – as they will take part.</p>	<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>	<p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</p> <p>All staff have been trained and Year 1 – 6 pupils have had the opportunity to use the MOKI bands regularly. Year 6 have taken part in a challenge against Newington CEP School. The impact of this has been that the children were all keen to beat their steps on a daily basis and staff observed greater levels of activity at lunchtimes and during the daily mile.</p> <p>Sustainability We own the bands and their use will be built into the timetable and curriculum from September. Ongoing promotion of 30 minute of physical activity. Targeting least active pupils by providing opportunities and increasing regular daily physical activity levels.</p>	<p>£1,002 costs for the Moki bands and Moki Reader</p>
<p>Improve children’s readiness to learn, particularly in the EYFS, in relation to fine motor skills, vocabulary development and managing relationships. Actions:</p> <ul style="list-style-type: none"> The whole school to visit forest school regularly and follow a 	<p>Forest School Leader and pupils participating.</p>	<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Children more engaged in their learning, including those hard to engage pupils. Children choosing to attend after school Forest School Club.</p> <p>Year R and 1 visited the forest school fortnightly. Year 2 -6 pupils completed a term each in the forest school. Feedback was universally positive with staff</p>	<p>£2,938.68 for 36 sessions Forest school additional resources (central budget).</p>

<p>programme of activities led by Forest School trained teacher.</p> <ul style="list-style-type: none"> EYFS staff to use these strategies and the space outside of forest school sessions. 			<p>reporting high engagement and a positive effect on well-being and mental health, as well as activity levels. Pupils were observed independently mirroring forest school type activities at break and lunchtimes, leading to higher quality play and a greater readiness to learn in the afternoons. E.g. digging patch in corner of field, collaborative construction using found materials.</p> <p>Sustainability Forest school sessions to continue next year.</p>	
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<p>Maintain the high profile of sport across the school.</p> <p>Actions:</p> <ul style="list-style-type: none"> Send out Year 5 and 6 reporters with the sports teams to write an event report for the newsletter. Year 5 and 6 teachers to nominate children to go to each event and prepare them for what sort of things they need to comment on. Sports coach to complete a Sporting Moments Diary including reports and comments from the pupils taking part after each event. Invite athletes to visit to demonstrate and to talk to pupils in order to raise the profile of sport and inspire pupils. Use Moki data for one off events as a cross-curricular data analysis. Maths and Science – graphs/charts 	<p>The children who participate in the sport.</p> <p>The children involved in being the reporters.</p> <p>The sports coach who will track the participation in sporting competitions.</p>	<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>More children choose to participate in clubs at school and in the community. Children involved in sports reporting.</p> <p>The Sports Memorable Moments book was used by the children to record comments and reviews after each sporting event. This has resulted in higher levels of engagement and a positive impact of writing for a range of abilities.</p> <p>A GB athlete visited in Term 6 (18th June) to promote athletics, this involved sponsorship and all pupils getting involved in activities which raised the profile of a range of athletic sports as well as aspiration beyond becoming an athlete (wider related fields)</p> <p>Sustainability The sports book is sustainable as pupils will be nominated each year to be our ‘reporters’.</p> <p>As some of the MOKI bands were faulty we were unable to use the data for analysis. There were also issues with the website meaning we were unable to access the full data sets for use in maths and science this year. This will be addressed next year.</p>	<p>£1,457 Sports coach time and transport to events for pupils.</p>
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<p>Ensure high quality delivery of an engaging PE curriculum.</p> <p>Actions:</p> <ul style="list-style-type: none"> Continue to use PE Hub to support the planning and delivery of PE. Review whole school long term plan to ensure the sports being taught are appropriate to our school and relevant to our pupils. Qualified coaches to lead weekly sessions with the children covering a range of sports, staff (including support staff) to observe, team teach for CPD. 	<p>All teachers and teaching assistants.</p> <p>Sports Coaches.</p>	<p>Key indicator 3:</p> <p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school.</p> <p>The PE LTP was reviewed with staff and implemented from September 23. Staff were confident to contribute to this review following CPD and observation opportunities. Some of which were tailored for new teachers etc. Staff continue to use the PE Hub to support their teaching of PE and deliver to a high standard, this is especially useful for the new subjects we are covering under the revised LTP. This resource has been budgeted for in the 3YP.</p> <p>Sustainability</p> <p>To support sustainability, TAs (all teachers in previous years) are present in all sessions led by the school's sports coach in order to develop their own skills of assisting in PE, particularly with those children who find PE challenging. This arrangement also provides new teachers with regular opportunities to observe specialists teaching PE in order to upskill them.</p>	<p>£455 for PE Hub.</p> <p>£6,434 coaches/CPD</p>
<p>Maintain the broad range of sports clubs to include Netball, athletics, cricket and rounders and maintain a broad experience of sport for all pupils.</p> <p>Actions:</p> <ul style="list-style-type: none"> School staff to continue to lead a range of additional clubs to widen our offer. Promote sports clubs, especially to pupils who don't always participate through fully funding 	<p>All children, however children from certain groups will be targeted.</p>	<p>Key indicator 4:</p> <p>Broader experience of a range of sports and activities offered to all pupils</p>	<p>Children from certain group participate more in after school PE Clubs and school competitions.</p> <p>A wide range of sporting clubs have been offered so far, these include, netball, football, multi-sports, tennis, Just Dance, Jazz and Street Dance, Lacrosse, Dodgeball and Dragon-ball.</p> <p>We continue to offer free clubs for PP children which has resulted in increased uptake.</p> <p>LH provide equal opportunities for all young people including SEN and regardless of gender and this is</p>	<p>£2050 for club fees</p> <p>£500 – water sports & taster sessions</p>

<p>these for target groups and using direct invitations where needed.</p> <ul style="list-style-type: none"> Continue to offer of water sports to Year 6 pupils. Expand the taster sessions on offer to pupils by investigating further sports. 			<p>reflected in club participation analysis. By offering a wider range of sport activities this generated enthusiasm to be more active. For example, evidence from club participation analysis shows that Netball club in Term 4 had a higher intake of inactive children than anticipated following targeted promotion.</p> <p>Water sports unavailable at time of booking. Unable to fit in taster sessions into summer terms due to diary clashes with providers.</p> <p>Sustainability Specialist clubs will be booked for next year and some clubs built into directed time for staff.</p>	
<p>Ensure access to a range of competitive sport at different levels enabling all pupils to take part in inter-school, intra-school and federation competitions and fixtures.</p> <p>Actions:</p> <ul style="list-style-type: none"> Join SSSP and attend termly meetings. Sign up for relevant competitions and provide coaching for the children in that sport. Ensure 'friendly' fixtures continue to be included to widen participation to those pupils intimidated by the pressure of competition. Produce a federation competition schedule. 	<p>Children from Year 1 - 6</p>	<p>Key indicator 5: Increased participation in competitive sport</p>	<p>Children experience competition situations within the school, Federation and against other local schools</p> <p>Our full engagement with SSSP (our in-house sports coach attends the termly meetings and contributes to planning) means we were able to sign up for the following competitions with local schools this year:</p> <p>The biggest football event – Year 1/2 Cup stacking – Year 2/3 Gymnastics event – Year 3 to Medway Park Indoor rapid fire – Year 2 Tag Rugby – Year 2/3 Dodgeball– event cancelled Cricket – Year 3/4 Big cricket school day out – mixed Girls netball - KS2 Rapid Fire cricket – KS2 Rugby – KS2 Multi-skills and sports hall activities – All Self-defense – Year 6 Cricket (RCC) – Year 3/4</p>	<p>£500 for SSSP £1,500 - transport to competitions with driver.</p>

			<p>Friendly football matches with local schools – various Federation football competition held at Newington in July for Year ¾ girls.</p> <p>Inclusion Alliance sporting event – bespoke event created with other schools in our immediate locality aimed at pupils who have not had the opportunity to represent their school in competitive sport.</p> <p>Sustainability</p> <p>Ongoing membership of SSSP and local leagues for competitions. Maintenance of Minibuses and access to local drivers will ensure we can access all competitions.</p>	
Achieve Active Mark accreditation	School accreditation	Aiming for grade up due to undertaking more within the school and achieving a higher standard	<p>We applied for the Active Mark accreditation on the 18th July 2024 and were Awarded the GOLD level.</p> <p>Sustainability</p> <p>We will continue to engage with this award programme.</p>	£60 – Sports Coach time to submit application.
Top up Swimming			Year 6 pupils who had not completed the NC requirements by end of year 5 provided with an additional 2 terms of swimming resulting in higher numbers achieving the required standard.	£1000
Total allocation				£17,590
Total Spend				£17,352

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
Maintain Commitment to Active 30 – in particular through the use of Moki bands.	Using the MOKI bands raised the activity of the children as they enjoyed competing against one another and themselves daily. This in turn also raised the profile of the of the running track and the daily mile as children were eager to complete as many steps as possible.	<p>Children enjoyed and engaged in the use of Moki bands but they were not durable to withstand daily use.</p> <p>Moving forward MOKI bands are to be used for one off events. For example, cross-curricular in maths (to use MOKI data to create graphs/charts) and in science (how to stay healthy, impact of exercise on the heart).</p> <p>Further liaison is needed with the company regarding the website interface to ensure that data can be captured for use in other subjects.</p>
Improve children’s readiness to learn, particularly in the EYFS, in relation to gross & fine motor skills and the development of and managing relationships.	Being physically active has promoted a healthier habit and lifestyle. This has encouraged children to continue to develop their physical skills and learn how to work/play and communicate better with their peers in unstructured times as well. The continuation of early morning ‘Wake and Shake’ have helped to promote a readiness to learn. Forest School in particular has supported the development of basic skills with the youngest children who were not school ready. Resilience, perseverance and concentration have all been improved through regular sessions.	Children are more alert and engaged in lessons and are able to cooperate to a much greater degree. Forest School is now well established and is ready for the next stage of its development.
Maintain the high profile of and value of sport across the school.	There is a genuine enthusiasm towards being active and therefore more fit and healthy across the school. Pupils also have a greater understanding of how sport can help them not just stay fit but improve their well-being.	All 4 different House Teams showed competitiveness and excellent support to one another during sports day. Good sportsmanship has been the subject of discussion this year and now needed to be embedded.

		More children have attended sport clubs after school each term. Statistics taken from club participation analysis show there is now a greater mix of boys and girls participating in after school physical activity.
Ensure high quality delivery of an engaging PE curriculum.	The purchase of a specialist curriculum and reviewing and personalizing this over the years means that pupils have been provided with a curriculum that supports progression of skills and knowledge of sporting activities. Having specialists available to model high quality PE teaching where needed has also resulted in a more consistent quality of delivery across the school.	Children engaged in all lessons and showed individual progress. Pupil voice was also very positive with children being positive about PE lessons. PE Hub SOW needs to be continued to build on this foundation.
Maintain and expand the broad range of sports clubs to include netball, athletics, cricket and rounders and maintain a broad experience of sport for all pupils.	The increased enthusiasm (from both boys and girls) wanting to take part in various sporting activities has been clear with increase club uptake.	Sports clubs are very popular and we need to ensure that we maintain a high number of available clubs as this is valued by pupils and parents.
Ensure access to a range of competitive sport at different levels enabling all pupils to take part in inter-school, intra-school and federation competitions and fixtures.	All abilities catered for, including SEND, so that each child can take part within lessons and meet the learning objective. This has fed into confidence to take part in competitive sport at an appropriate level to encourage further participation. The local Alliance of schools inclusion games was very successful for the second year running (see competition record data set).	All children feel included. As part of the inclusive sports events, children from different year groups have taken up the opportunity to represent the school. Build capacity next year to organize more opportunities for this.
Top-up swimming	Additional swimming lessons had a very good impact with the number meeting the standard doubling.	Expand top up swimming offer next year to include use of a temporary pool for a day a week for a term at a local school to permit longer lessons and secure 100% meeting the standard.

Swimming Data 2023 - 2024

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 - 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?	83% (24/29)	Top up sessions took place in Term 6 – The impact of this was not formally assessed as the last session was cancelled due to sickness. Informal feedback indicates that 83% (24/30) would have reached the standard.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	83% (24/29)	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	86% (25/29)	
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	At the end of Year 5 only 37% (11/29) of the Year 6 cohort were able to meet the standard for the 3 criteria above demonstrating the positive impact of the top up sessions.
Year 5 swimming data	69% (9/13)	Achieved 25m swimming distance & self-rescue. 31% (4 pupils) to attend top up sessions in September 2024.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	The pool instructors teach swimming as part of the conditions of booking the council swimming pool. Our two qualified swimming teachers are no longer permitted to teach.

Signed off by:	<i>Tara Deevoy</i>
Head Teacher:	<i>Tara Deevoy</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Michelle Crowe/Mrs Thornby/Mrs Brougham Head of School/ Subject Lead/Sports Coach</i>
Governor:	<i>Linda Jennings (Personal Development link governor)</i>
Date:	<i>19/7/24</i>
Latest Review of Date:	<i>19/7/24</i>

