



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
<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>To provide a platform in sport in which all pupils find a sport which they love and enjoy engaging in.</p>	<p>Children playing more different sports at break and lunchtime (also due to new playground equipment purchased with previous funding)</p> <p>Larger uptake in extra-curricular sports clubs across the academic year</p>	<p>This has grown since inception last year and we have since trained 24 pupils as leaders. Our Year 5 girls, in particular, have really made the role their own.</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <p>To participate in School Games competitions in local community and county level</p> <p>Pupils, staff and parents are aware of sporting activities and achievements across the school</p>	<p>Competitions attended: Manor Cup, KS2 Football Tournaments, Cross Country, Athletics, Quad Kids, Girl's Football, Swimming Gala</p> <p>Newsletters</p> <p>School Games Gold award proudly presented on the website and throughout the school</p>	<p>The children have thoroughly enjoyed being a part of the different sporting competitions. As a result, those part of the competitions are more keen, and eager, in school and attendance has risen marginally.</p>
<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>		

<p>To provide CPD for all teachers and sports coaches to deliver high quality PE lessons.</p>	<p>Weekly lessons that are used to team teach and observe high quality PE</p>	<p>Staff confidence in teaching PE has risen. Staff also have appreciated the support of the PE scheme to support them in the planning process.</p>
<p>To provide a system that enables teachers to plan and deliver high quality PE lessons.</p>	<p>Purchased later in academic year. Is being used to map out the curriculum for the next academic year</p>	
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Exposure to different sports across the academic year and to younger children.</p>	<p>The children are looking forward to coming into school because of the raising profile of sport. Behaviour for learning has also improved as a result of children wanting to participate in sporting events.</p>
<p>To look at our curriculum and invest in sports equipment that carefully match our PE long term provision.</p>	<p>The children are more active during break and lunch times.</p>	
	<p>The children have a better knowledge and understanding of different sports and games</p>	<p>A new shed this academic year has helped to organise the resources to allow children to access them and use them for their own leadership.</p>
	<p>Children are taking better care of the resources</p>	
<p>Key indicator 5: Increased participation in competitive sport</p>	<p>The children were invested in the tournament.</p>	
<p>School football competition linking to the Women's World Cup</p>	<p>Teams formed across Years 3, 4, 5 and 6 promoted positive behavior and working together</p>	<p>The children loved this tournament and were fully invested in the Finals Day. This is something we will definitely be repeating in the next few years.</p>
	<p>Negative behaviours associated with football reduced dramatically</p>	

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>Further develop Young Sports Leaders for breaktimes and lunchtimes and increase numbers of children trained</i></p> <p><i>Walking 200km during Lent</i></p> <p><i>Active Mornings on the school playground from 8am</i></p>	<p><i>Lunchtime coaching from Inspired Sports</i></p> <p><i>pupils – as they will take part.</i></p> <p><i>Encouraging the whole school community to become more active inside and outside of school</i></p> <p><i>Pupils, parents and staff will have opportunities to walk before the school day begins</i></p>	<p><i>Key indicator 2 -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 per day, of which 30 minutes should be in school.</i></p>	<p><i>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</i></p> <p><i>More children in leading roles for sport and PE across the school</i></p> <p><i>Children walking to also raise awareness could become a yearly initiative throughout season of Lent. Could also allow activity for other actions of fundraising</i></p>	<p><i>2 x 1 hour per week of Sports Coach time for the Autumn Term</i></p> <p><i>PE Lead time to organise admin and present to school community</i></p>

<p><i>Find additional opportunities for increased range of sports across the school year</i></p>	<p><i>Pupils- exposure to different sports and increasing opportunities to explore these as hobbies/interests</i></p>	<p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p><i>Forging relationships with external providers to provide future opportunities for the children in school</i></p>	<p><i>Tennis Cricket Roger Bannister mile Sports coaches (Inspired)</i></p>
<p><i>Make links with local sports providers to increase opportunities for the pupils in our school</i></p>	<p><i>Pupils – Exposure to more sports and professional bodies to further explore interests and hobbies linked to sport</i></p>	<p><i>Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</i></p>	<p><i>Higher uptake in sport across the school Links with professional bodies open doors to continue provision for the young in our school (e.g. Oxford United this year)</i></p>	<p><i>PE lead admin time Expenses for Inspired for travelling to and from places and time Fees for professional bodies to come into school</i></p>

<p><i>CPD for teachers through team teach sessions with qualified Sports Coaches (Inspired Sports)</i></p>	<p><i>Primary generalist teachers</i></p>	<p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i></p>	<p><i>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, including teaching water safety and swimming and as a result improved % of pupil's attainment in PE.</i></p>	<p><i>Sports Coaches used for 50% of all class PE throughout the year with teachers participating alongside and receiving practical CPD</i></p>
<p><i>PE Lead to participate in more competitions across the school year and include broad range of pupils</i></p> <p><i>School to run specific sports clubs to promote and develop competition with the children</i></p>	<p><i>Pupils – Exposure to competition</i></p> <p><i>Pupils wanting to compete</i></p> <p><i>Pupils wanting to develop sport specific skills, strength, stamina</i></p> <p><i>Staff to organise the teams</i></p>	<p><i>Key indicator 5: Increased participation in competitive sport.</i></p>	<p><i>Establish a culture of sporting ability at the school that is to be upheld with successive years</i></p> <p><i>Children aspiring to be a part of groups and teams</i></p>	<p><i>Football league</i></p> <p><i>Manor Cup</i></p> <p><i>Cross Country</i></p> <p><i>Cricket</i></p> <p><i>Tag Rugby</i></p> <p><i>Tournament</i></p> <p><i>Swimming Gala</i></p>

<p><i>School to run KS2 Euros tournament in conjunction with the real event</i></p>	<p><i>and fixtures Pupils from all abilities (including SEND), genders, backgrounds to participate in mixed teams across the phase</i></p>	<p><i>Key indicator 5: Increased participation in competitive sport.</i></p>	<p><i>Following on from success of last year, ensuring sustainability, cooperation and teamwork across KS2 phase rather than a divide across year groups with sport/football</i></p>	<p><i>PE Lead and Sports Coach (Inspired Sports) admin time and organizing fixtures</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
<p><i>Raising the profile of different sports in school</i></p> <p><i>Cricket Wednesdays – cricket coaching in school</i></p> <p><i>QuadKids Athletics tournament at Horspath Athletics track</i></p> <p><i>Cross Country athletics at Horspath athletics track</i></p> <p><i>Tennis coaching day</i></p>	<p><i>New interest in different sports</i></p> <p><i>Increased skills acquisition in lessons</i></p> <p><i>Higher attainment in PE at the end of the academic year</i></p>	<p><i>The children have thoroughly enjoyed exploring different sports and have loved the taster sessions attributed to them. Though some of these have been promoting businesses, parents are always happy to receive information about summer sporting opportunities where the children have hobbies.</i></p>
<p><i>Assembly to teach about achievement about Sir Roger Bannister.</i></p> <p><i>Attendance at the 70th anniversary of the Roger Bannister mile at Iffley Road Athletics Track- Year 5&6 selected group</i></p>	<p><i>All children were inspired by the achievement of a local person</i></p> <p><i>Years 5 and 6 had the opportunity to attempt their own timed mile on the very track that this was achieved on.</i></p>	<p><i>The group that went with Mr French (Inspired Sports) really cherished the opportunity (especially after Mr French's assembly linked to the Growth Mindset of it all)</i></p>
<p><i>Swimming for children in Years 4-6</i></p>	<p><i>Continuing to close the gap in children's swimming abilities. 93% of Year 6 are able to swim 25m and use different strokes.</i></p> <p><i>100% of children are water safe</i></p>	<p><i>Swimming has had some successes this year – Our Year 6 especially. However, with quite a few cancelled either due to coaches (buses), swimming coaches off sick or the Leisure Centre unavailable, we feel that the children still have not managed to get their complete entitlement. Therefore, next year, we are hiring a pool for our playground to</i></p>

<p><i>Key Stage 1 football tournament at St Michael's primary school</i></p>	<p><i>Children engaged in competition from a younger age in the school</i></p>	<p><i>combat these issues that we have had for the past year.</i></p> <p><i>The children loved this experience and we would like to repeat it and expand upon it. We would also like to set up their own intra school competition for the next academic year.</i></p>
<p><i>Sports day for Years 2-6 at Horspath Athletics Track</i></p>	<p><i>A chance to experience track and field events using full adult-sized amenities</i></p>	<p><i>Always a highlight of the academic year. This year was better run to time and the children really enjoyed it. We would like to include more things for adults to do next year... food, drink, music, etc.</i></p>
<p><i>Sports day for Nursery, Reception and Year 1 in the school grounds</i></p>	<p><i>An introduction to Sports Day and competing against others</i></p>	
<p><i>Links created with Oxford United which included a visit from Dessie Buckingham (head coach at OUFC) with the winning trophy that got Oxford promoted to the Championship</i></p>	<p><i>A massive day of celebration for all. Lots of the children became quite teary when Des came into school and had lots of questions to ask. It was the perfect way to celebrate Oxford's promotion and also raise the profile and importance of sport in school as Des was a past pupil from this school himself.</i></p>	<p><i>This was truly one of the most surreal moments in the school year. From singing a song of support for Oxford to having the EFL trophy being lifted by our children was just one of the most heart-warming and magical things to have happened in our calendar. Nobody could have planned for this or predicted what would happen but I am delighted to report that this has put our school on the map with Oxford United and we have set up links for the next academic year where they will be coming into school once a week to give support</i></p>

		<i>across the curriculum.</i>
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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?	90%	<i>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.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	90%	<i>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</i>

<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>3 children are not fully confident yet but parents have been notified and have been asked to sign up to a local swimming school over the summer holidays. Unfortunately, through no fault of the school, the children have missed two of their swimming sessions this term.</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</p>	<p><i>We have been able to provide additional swimming lessons to ensure that our Year 6 cohort have obtained their 25m certificates and can confidently be safe in the water and swim different strokes.</i></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</p>	<p><i>All staff have access to swimming lessons through a scheme we have bought this academic year. This was explained and shown to staff at the beginning of the school year. Staff have not had to teach swimming directly as the school pays for swimming teachers.</i></p>

Signed off by:

Head Teacher:	<i>Tara Davies</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Carl Spackman – Deputy Headteacher</i>
Governor:	<i>Paul Concannon – Chair of Governors</i>
Date:	<i>17th July 2024</i>