The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

Commissioned by

Department for Education

Created by

association for Physical Education

YOUTH SPORT TRUST

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

• PE leaders to implement new P.E. scheme to ensure consistency in high quality P.E. teaching across the federation.
• To provide scootability so children are safe on the road.
• Use pupil voice and conferencing to identify common areas of interest to promote further engagement with sport and daily activity.
• Continue to participate in The Bohunt Primary School Partnership to enable children to have access to new sports and competitive opportunities.
• Sports specialist to provide weekly specialist teaching to all classes which develops technical skills, game strategy and enjoyment of sport. The coaches promote sport and physical activity whilst teaching children about healthy living.
• For a wide variety of children (esp. Pupil Premium pupils) to attend local competitions with our cluster of schools to increase children's opportunities to participate in competitive sport.
• To further promote Play Leaders from Year 6 in the junior school to lead activities and games at lunchtime for KS1 children to promote positive playtimes and competition whilst learning new games to play with their peers.
• Local clubs to use our facilities so that our children feel more confident to attend being at the school.
• Further improve the range of equipment and resources to support gross and fine motor development.
• Further enhance after school club to use sports facilities
• Further develop our provision at lunchtime. Ensure all new and existing lunchtime supervisors receive regular training to support and develop play and physical activity at lunchtime
	• Sequential, systematic planning, quality first teaching and rigorous assessment of P.E. across federation
	• New ideas taken from Hampshire PE Conference.
	• Staff feel more confident in teaching and delivering P.E.
	• Curriculum is well developed across three key stages ensuring continuity and progression of skills, vocabulary and assessment opportunities.
	• All staff have access to high quality planning and receive support and guidance from the PE Leader as required. As a result, all children receive high quality lessons pitched at an appropriate level enabling success for all.
	• 100% of children in KS1 take part in Scootability
	• For more children to take part in competitive sport regularly.
	• Children enjoy participating in sports at a competitive level and meeting children from other local schools.
	• Across the whole school children have access to physical activities that seek to develop gross and fine motor control, which enhances core strength and control enabling children to concentrate and support themselves ready for learning. Physical activity has improved concentration and socilaising by taking turns and developing team skills.
	• The federation SENCO and her team now provide rapid early support for children requiring further development with coordination and control thus ensuring positive and continued in class progress.
	• Children are more engaged in play both children initiated and adult led i.e. at playtime lunchtime, lessons and after school. Children participate in positive playtimes which foster
		• A gap in outdoor learning – invest into an orienteering scheme for next academic year (2023-2024)
		• It has been difficult to develop new after school activities due to limited spaces available. Look into providing lunchtime clubs and additional resourcing to increase physical activities:
		  ○ Lunchtime sport clubs
		  ○ Gardening club in the allotments
		  ○ New playground markings

	friendships and minimises potential difficulties	

Key priorities and Planning

This planning template will allow schools to accurately plan their spending. (£18,000)

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
Introduce orienteering to the PE curriculum	Pupils - as they will take part Teachers and coaches as they will need to lead the activity.	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	Orienteering is embedded in the PE curriculum offers a broader experience of sport. Primary teachers are more confident to deliver orienteering	£1200 Cost of setting up an orienteering course £400 Cost of training staff £700 Cost of Enrich digital platform
Continue to use PE Passport: a comprehensive range of lesson plans which provide progressive content.	Teachers and coaches as they will be able to access a comprehensive directory of detailed plans supported by videos and resources that provides teachers with the tools to deliver active, fun and challenging lessons in line with the National Curriculum	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.	Primary teachers are more confident to deliver effective PE Comprehensive, sequential planning is in place with built in CPD (e.g. videos, comprehensive notes etc)	£410 Cost of PE Passport – annual cost of 3 year subscription
PE leaders attend the PE conference and receive high quality CPD	PE leaders	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	PE leaders have up-to-Date knowledge of best practice and can cascade this to staff & pupils	£375 -supply cost + travel
Refresh playground markings and zone playground	All infant children	Key indicator 2 -The engagement of all pupils in regular physical activity	Children will be enabled to play a range of games and physical activities during lunch and playtime	£6000

Train lunchtime supervisors in leading playground games	Lunchtime supervisors (training through Beacon School Support CPD) Pupils as they will take part	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	Adults are enabled and confident to lead children in a wider range of physical games and activities	Beacon School Support training £240 (infant school) per year
Buy non-fixed PE/play equipment to encourage physical exercise during playtime	Lunchtime supervisors (training through Beacon School Support CPD) Pupils as they will take part in physical activities throughout lunchtime	Key indicator 2 -The engagement of all pupils in regular physical activity	Embedding physical activity, into the school day through encouraging active break times	£1200 PE/play equipment (non-fixed)
Provide free club places for disadvantaged children	Disadvantaged children	Key indicator 2 -The engagement of all pupils in regular physical activity	A greater proportion of disadvantaged children attend sports clubs.	£3500
Dance workshops to encourage dancing. Children to perform at Liphook community event	Open to all children throughout the federation	Key indicator 2 -The engagement of all pupils in regular physical activity	Children to perform in front to the Liphook community. Possibility of joining dance club at Junior School.	Cost of Charlotte CM Sports £200
Continue to participate in the Bohunt partnership sports programme. This will enable pupils to participate in a range of inter-schools tournaments.	A range of pupils from Year 1 and Year 2	Key indicator 5: Increased participation in competitive sport.	Pupils have excellent opportunities to compete in a range of sports tournaments.	£300 Bohunt Partnership

Targeted support for those in most need - those whose sensory and physical control requires further development	Learning Support Assistants (LSAs) trained in providing sensory circuit interventions'	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	LSAs able to deliver sensory circuits in their year group	£385 (½ day Inset training)
	Year R Learning Support Assistants trained to deliver balance bike activities	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	Year R TAs able to support children to develop gross motor skills	£530 (2 x LSA training)
	Pupils with lower levels of physical development in Year R and across the school	Key indicator 2 -The engagement of all pupils in regular physical activity	Children supported to develop their sensory and physical awareness, improving physical control	£2500 (LSA teaching time)

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
Introduce orienteering to the PE curriculum	• Year groups have mainly used the course in their orienteering unit within PE • Some use has been made to provide active approaches to revisit phonics learning, supporting children to overlearn in a positive, motivating way • More dynamic way of learning cross-curricular subjects • Inclusive learning for all pupils	• To be continued next academic year • Encourage increased use in Infant School
Provide free club places for disadvantaged children	• All disadvantaged children given the opportunity to participate in sporting extracurricular activities, free of charge	• Places are offered but due to the limited clubs on offer, sometimes the children do not wish to attend. Explore opportunities to develop a broader range of clubs at lunchtimes.
Initial purchase of Balanceability resources supported identified children to develop core and gross motor skills	• 100% of Year R cohort achieved ELG in Physical Development	• Expand provision by training more additional LSAs to run sessions
PE Passport implemented and used by teachers and sports coaches	• All teachers teach high-quality, systematically developed PE lessons in line with the federation's long-term plan. • All children learn age-appropriate skills in PE and outdoor games lessons	• Continue to monitor sports coaches' use of the resource to ensure the long-term plan is followed • Develop greater use of the assessment feature to support children to self-assess their progress and to have a greater understanding of how to further develop
Children attended local competitions with our cluster of schools to increase children's opportunities to participate in competitive sport	• Year 2 pupils attended all of the events on offer at Bohunt School, providing them with competitive sporting experiences and the opportunity to mix and socialize with other children.	• Children from Year 1 to attend as well in the next academic year.

Year 6 Play Leaders to lead activities and games at lunchtime	• Children's physical play and engagement at lunchtimes was supported by playleaders. • Positive behaviour was supported by the range of opportunities on offer at lunchtime.	• Continue to use and develop role of playleaders next year – e.g. leading assemblies through the year, learning games to play using the playground markings, leading a lunchtime club

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

Question	**Stats:**	**Further context** **Relative to local challenges**
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?	N/A	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	

Signed off by:

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Subject Leader:	*Michelle Freeland*
Governor:	*Naomi Bolton*
Date:	*26th July 2024*