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 (2023/2024)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
Sports apprentice under the guidance of teacher mentor Redevelopment of back playground – hard standing Continued involvement in Redbourne Sports Partnership – inter-year competitions and events Build a wooden play park for younger pupils Re-generate outdoor play area for Nursery age pupils – including safe flooring and new balance bikes and play resources linked to sports.(e.g. bats and balls).	All year groups have had significant upturn in their outdoor PE provision – even when the site was still being developed post building works. The works included a proper marked area for invasion ball games such as basketball and netball. This area is now in use weekly both for older pupils to play organised matches but for active play during the winter when the field is out of use in break and lunch times. Lunch play for younger pupils is much more active – organised games overseen by lunchtime staff. Children have opportunities to develop physical strength and emotional	PE and general activity has been regenerated on site this year due to the field and hall returning to the school in January 2023. In addition, the school has grown in size considerably so a great deal of equipment to support a two form entry primary has been bought and storage in the new KS2 block organised. The pre-school (age 3 -4) has doubled in size and significant resources have been put into the outdoor area for these pupils to include opportunities to 'get out of breath' and develop physical strength and co-ordination. New EYFS lead in place to

	resilience as well as a chance to learn games and enjoy playing them with their peers.	oversee curricular integrity – with a focus on ensuring the teaching in EYFS (both pre-school and reception classes) meets all the requirements and more, of the Development Matters framework

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
Re- seed and prepare the playing field for invasion team games and summer track and field. *Set field equipment including goals for 5 a side and full size football pitch* *Introduce after school football club Y5/6* *Continue with Redbourne Sports Partnership collaboration which includes staff training in less familiar sports*	*All staff and children for daily use – for play and for structured PE lessons.* *Wider community offer of Derwent field (EG Holiday Club now in place Easter and Summer holidays for Y1 – 7 in the local community) .* *Quality daily PE lessons from Y1 – 6.* *Y5 and 6 pupils including those with less strong football skills or less confident about team invasion sports* *Engagement of children and confidence of staff in teaching PE across a range of sports – including those less common in primary school.*	*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.* *Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.*	*All staff will be more skilled and feel more confident in the delivery of a variety of sports in the primary curriculum* *Pupils will have a broader range of sports and access to high quality appropriate equipment*	*Field management (grass mowing and field levelling and line marking) HHA % of site management cost* *1 x hr pw salary of EP Sports TA for Football club and some salary costs for extra training and development* *Cost of SBM time* *Purchase of equipment* *Purchase of Redbourne Sports Partnership membership*

Outside fixed play equipment for KS2 break and lunchtime active play *Development for outside SEN play – to ensure access for SEN pupils to physical activity in break and lunch* *Increased equipment for range of summer field sports including rounders and athletics.* *Further develop the PE equipment storage and range of practical equipment for the two form entry school Derwent has now become.*	*Skills and Knowledge of non specialist teachers in a range of sports/physical activity sessions (EG off site residentials, play park events).* *Primary generalist teachers.*	*Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.* *Key indicator 5: Increased participation in competitive sport.*	*Outdoor activity time increased through development of the site.* *Parental engagement through attendance with more sports clubs on offer and community use of the site.* *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.*	*Cover for teachers to attend sports training and development with Redbourne trainers.*

Establish upgraded playground markings for break and lunch play *Actively develop the use of the site for other extended activities such as dance and invasion games.*	*KS1 and 2 pupils and staff supervising .*			

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
Re- seed and prepare the playing field for invasion team games and summer track and field.	All staff and children for daily use – for play and for structured PE lessons. Wider community offer of Derwent field (EG Holiday Club now in place Easter and Summer holidays for Y1 – 7 in the local community)	Painted track for sports day events – not happened for at least 2 years due to building works and lack of field. Holiday club being used widely – not just Derwent pupils
Set field equipment including goals for 5 a side and full size football pitch	Quality daily PE lessons from Y1 – 6	Upgrading of equipment as improved the PE offer
Introduce after school football club Y5/6	Y5 and 6 pupils including those with less strong football skills or less confident about team invasion sports	Working towards a school football team to start playing other schools locally
Continue with Redbourne Sports Partnership collaboration which includes staff training in less familiar sports	Engagement of children and confidence of staff in teaching PE across a range of sports – including those less common in primary school. Skills and Knowledge of non-specialist teachers has improved in a range of sports/physical activity sessions (EG off site residentials, play park events).	Pupils enjoy trying out different sports and training as sports leaders to support across the school at playtimes and sports day events.
Outside fixed play equipment for KS2 break and lunchtime active play	More active playtimes for some of the older pupils	'Would like more' is the feedback from pupils

Development for outside SEN play – to ensure access for SEN pupils to physical activity in break and lunch Increased equipment for range of summer field sports including rounders and athletics.	Outside SEN garden – water, sand, musical instruments etc New equipment purchased and used in summer 2024 lessons – pupils engaged, much more active and learning key rules of new activities to them	Sensory garden in used daily by EY SEN pupils

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?	73%	*The cost of coach hire and swimming lessons is expensive for parents so it is booked for half terms at a time* *Pupils swim in year 4 at Derwent*
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	73%	*Pupils had lessons in year 4 but completed surveys in preparation for the residential trip and swimmers were observed on this trip*

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	73%	*Residential water based activities* *Knowledge of water safety*
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	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	In PSHCE lessons, teachers cover water safety but lessons are taught at a local swimming pool by qualified instructors.

Signed off by:

Executive Head Teacher:	*Samantha Barlow*
Subject Leader or the individual responsible for the Primary PE and sport premium:	*Tenille Rimmer (Head of School)*
Governor:	*Neil Parsons (Curriculum)*
Date:	Updated October 2024