

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"> ● Top up Swim School Sessions (pool & instructor) twice weekly to reach a higher number of pupils for a longer amount time (catch up) ● Further raise the profile and importance of physical development across the school by implementing sensory regulation strategies and resources (sensory OT) ● Pupils from Key Stage 1 and 2 access physical activity in a fun way and throughout their day to aid sensory regulation. ● Extend the school's offer of therapeutic approaches and a broader range of sporting activities 	<ul style="list-style-type: none"> ● Higher level of skill in safe & rescue, confidence in the water and of enjoyment and support of social skills (engaging with peers) ● OT observed and assessed all class groups and made recommendations to class teams about pupils' self-regulation strategies, seating and positioning, access to learning activities in particular those with a focus on 'My Body'. ● Higher level of skill in physical development and problem solving (balancing/negotiating obstacles), pupils gain confidence and improve transitions and there has been a positive impact on self-regulation, social skills as sharing new experiences with peers ● Rebound Therapy set up; this provides a therapeutic exercise for pupils with sensory regulation difficulties. Controlled bouncing and Rebound Therapy exercises help alleviate anxiety, have a strong calming effect and improve pupils' readiness for learning. 	<p style="text-align: center;">Pupil Progress Curriculum Area - My Body</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Pupil Progress Curriculum Area - My Body Data</caption> <thead> <tr> <th>Time Period</th> <th>RI (%)</th> <th>G (%)</th> <th>O (%)</th> </tr> </thead> <tbody> <tr> <td>Autumn 2022</td> <td>15</td> <td>80</td> <td>5</td> </tr> <tr> <td>Summer 2023</td> <td>10</td> <td>85</td> <td>5</td> </tr> </tbody> </table>	Time Period	RI (%)	G (%)	O (%)	Autumn 2022	15	80	5	Summer 2023	10	85	5
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Key priorities and Planning

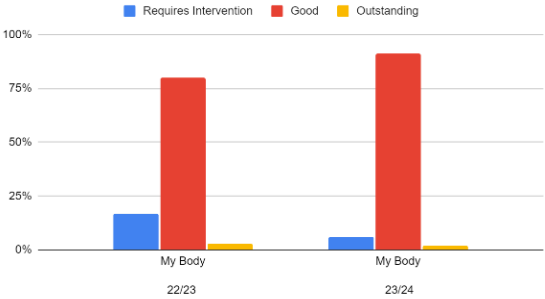
This planning template will allow schools to accurately plan their spending.

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
Continue with top up swimming sessions for Key Stage 1 and 2 (extra lessons with instructor)	KS 2 class teams, driver, AHT to book sessions at leisure centre, pupils	Key indicator 2 - Engagement of all pupils in regular physical activity	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.	See financial sports premium sheet - detailing full breakdown of spend
Introduce therapeutic swimming/splash sessions (without instructor and at different venue) to support pupils general activity levels and self-regulation	KS1 and 2 teams, pupils' driver, life guard trained staff, AHT to liaise with other school re pool access	Key indicator 2 - Engagement of all pupils in regular physical activity Key indicator 4 - Broader experience of a range of sports and physical activities offered to all pupils	Pupils being able to self-regulate more successfully which has a positive impact on transitions and learning in general	
Continued Horse-riding sessions for Key Stage 1 and 2 pupils	Thanet riding for the disabled, KS 1 and 2 class teams and selected pupils (PP/referred by wellbeing team), driver	Key indicator 2 - Engagement of all pupils in regular physical activity Key indicator 4 - Broader experience of a range of sports and physical activities offered to all pupils	Pupils being able to try new sports, practice transitions outside school, generalise skills to outside place and gaining self-esteem and confidence	

Continued rebound sessions	Rebound therapist, class teams, pupils (selected – PP or referred by wellbeing team), driver	Key indicator 4 - Broader experience of a range of sports and physical activities offered to all pupils	Pupils being able to self-regulate more successfully which has a positive impact on transitions and learning in general	
PE apparatus to be installed in school hall for PE lessons. Training for the above	All classes and teachers tbc	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	Pupils access a greater variety of activities in PE lessons. Staff have more confidence in teaching PE and tracking progress	

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
<ul style="list-style-type: none"> - Continue with top up swimming sessions for Key Stage 2 (extra lessons with instructor) [Indicator 2] - Therapeutic swimming/splash sessions (without instructor and at different venue) to support pupils general activity levels and self-regulation [Indicator 2 & 4] - Continuation of rebound therapy offering - Horse Riding Sessions [Indicator 2 & 4] - Increase participation in Inclusive Sport sessions [Indicator 2,4,5] 	<ul style="list-style-type: none"> - Further consolidation of swimming skills, although generic (national expected) data shows 0%, lots of pupils accessing swimming are making progress within sessions related to technique and water safety - Higher levels of physical activities being offered across the curriculum - in the form of swimming, riding and Inclusive Sport. Allowing pupils to engage in activities, alongside peers in a safe environment, also contributes to their daily physical activity goals of 30 minutes per day. - Over 100% increase in attendance of Inclusive Sport festivals, allowing selected pupils to experience a range of sports with competitive elements. - Pupils accessing Rebound & Horse Riding, based on our therapy offer, increases engagement in a therapy based activities - benefitting affective domains. Positively impacting their wellbeing, related to their learning, transitions and self-regulation 	<p data-bbox="1563 411 1839 435">My Body progress 22/23 - 23/24</p>  <p data-bbox="1509 805 2139 917"><i>Progress Data: There has been an 11% increase in the amount of pupils making Good progress this year compared to last year.</i></p> <p data-bbox="1509 922 2139 1109"><i>There has been an 11% reduction in the amount of pupils Requiring Intervention this year. There has been a 1% reduction in the amount of pupils making Outstanding progress this year compared to last.</i></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?	0%	<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]?	0%	<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>0%</p>	<p><i>Use this text box to give further context behind the percentage.</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>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>	

Signed off by:

Head Teacher:	<i>Jane Hatwell</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Ivonne Puttmann</i>
Governor:	<i>Maria Blackburn</i>
Date:	<i>Plan agreed November 2023 Sign off July 2024 TBC</i>