



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"> Employ a Sports Apprentice to ensure activities are planned and resourced. Purchase new playground equipment for specific use at break time and lunch times. Use Sports Apprentice to support staff in PE lessons. Staff to use Sports Apprentice to focus on a specific group that they have already identified. E.g. More-able, less able, SEND, reluctant pupils. Sports Apprentice to arrange regular meetings with School Council and Sports Ministers to gather feedback on PE and Sport within school and use PE display board to communicate meetings with pupils. Sports Apprentice to take or accompany staff when taking pupils to sports festivals and events. Having an extra member of staff will allow our school to compete in more festivals/fixtures or allow a larger number of children to attend. Replace old equipment and order new sports equipment to support PE lessons across school Continue subscription with Wyre Forest School 	<ul style="list-style-type: none"> Children are encouraged to participate in physical activity at break times and lunchtimes by using the new resources. More children are engaged in a variety of sports at break and lunch time as they are more likely to be able to join an activity, they are interested in. Children able to discuss PE positively and proudly. They feel part of the process with their ideas and participation valued. Less active pupils participate in a variety of sports within smaller group. This is planned and lead by Sports apprentice. Children able to discuss PE positively and proudly. They feel part of the process with their ideas and participation valued. Staff have better planned lessons with a focus on STEP for differentiation. More able children are pushed to achieve more with the less able children able to work within the lesson on a simpler task. Active English and Maths course allows sports 	<p>The Sports Apprentice has been vital in raising the participation in physical activity during break and lunch times. The appointment has taken pressure of class teachers and allowed children more time participating in PE lessons. Less able and less active pupils have not only been targeted but also directed in a way that engages them in physical activity without thinking too much about it. Using our Sports Premium to fund travel to festivals and events has significantly increased our ability to attend more competitive sporting events. There is also an increase in after school sports clubs as children know they have a high chance of representing the school should they attend. Our subscription to the WFSSP has provided endless opportunities for CPD, sporting fixtures, expert advice and at the end of an email. These three expenditures have had the biggest impact on PE and Sports and should be continued with as a priority.</p>

<p>Partnership to enable up to date training and information about sports festivals and competitions.</p> <ul style="list-style-type: none"> • Sports Apprentice will be available to set up lessons, work with specific groups, lead warm ups/cool downs and organise resources during the different stages of the lesson. • Sports Apprentice to support curriculum lessons and provide extracurricular clubs. • Top up swimming lessons for children in years 3-6, who cannot yet swim 25m. 	<p>apprentice to provide active brain breaks for children who need to work outside of a classroom environment. Since employing the Sports Apprentice we have increased the number of after school clubs. We have also increased the range of sports on offer as she delivers a different sport each half term.</p> <ul style="list-style-type: none"> • This has allowed the PE Lead to deliver an extra club taking our total to 3 after school clubs each week. • Children are accessing more curriculum swimming lessons. The percentage of children who can swim 25m has increased. 	
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Key priorities and Planning

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

Academic Year 2023/24		Total Funding £17,800		
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
1. Employ Sports Apprentice	1. PE lead, lunchtime supervisors, teaching staff	<p>1. KI 1 -Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>KI 2-The engagement of all pupils in regular physical activity</p> <p>KI 3 -The profile of PE and sport is raised across the school as a tool for whole-school improvement</p> <p>KI 4 - Broader experience of a range of sports and activities offered to all pupils</p> <p>KI 5 - Increased participation in competitive sport</p>	<p>1. More pupils meeting their daily physical activity goal, more sports offered for afterschool clubs, more children targeted for specific interventions, increase in time and opportunity for pupil voice</p>	1 and 2. £10,382
2. Run morning break and lunchtime sport sessions/activities	2. Lunchtime supervisors/sports apprentice- as they need to lead the activities. Pupils as they will take part.	2. KI 2-The engagement of all pupils in regular physical activity	2. Less active pupils targeted and able to meet their active goal, a range of sports/activities offered that are chosen by pupils,	2.included in above cost

<p>for pupils.</p> <p>3. Transport to sports festivals and events</p> <p>4. CPD for teachers and Sports Apprentice</p>	<p>3. Pupils, PE lead, teaching staff, sports apprentice</p> <p>4. Primary teachers, Sports Apprentice</p>	<p>KI 4 - Broader experience of a range of sports and activities offered to all pupils</p> <p>3. KI 5 - Increased participation in competitive sport</p> <p>KI 4 - Broader experience of a range of sports and activities offered to all pupils</p> <p>KI 3 -The profile of PE and sport is raised across the school as a tool for whole-school improvement</p> <p>4. KI 1 -Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>KI 3 -The profile of PE and sport is raised across the school as a tool for whole-school improvement</p>	<p>structured play/lunch times to reduce workload of dinner supervisors, more pupils</p> <p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and sport activities.</p> <p>3. More children able to participate in competitive sport, raise the profile of different sports.</p> <p>4. Staff and Sports Apprentice deliver/help deliver better quality lessons, pupils progress better in lessons, staff and pupils more confident in lessons.</p>	<p>3. £1590</p> <p>4. £450</p>
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5. Replenish sports equipment	5. Staff, pupils, Sports Apprentice	<p>5. KI 1 -Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>KI 2-The engagement of all pupils in regular physical activity</p> <p>KI 3 -The profile of PE and sport is raised across the school as a tool for whole-school improvement</p>	5. Children spend more time practicing in lessons rather than observing due to more balls/mats/bats etc to use.	5. £1842
6. License for GETSET4PE	6. Teaching staff, pupils.	<p>6. KI 1 -Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>KI 3 -The profile of PE and sport is raised across the school as a tool for whole-school improvement</p>	6. Staff have a clear, defined and well-planned PE curriculum to follow with lots of ideas of how to adapt lessons to suit the needs of pupils. This particularly supports staff less confident at delivering PE lessons.	6. £1238
7. Membership to WFSSP	<p>7. PE lead, pupils</p> <p>8. Staff and pupils</p>	<p>7. KI 2-The engagement of all pupils in regular physical activity</p> <p>KI 3 -The profile of PE and sport is raised across the school as a tool for whole-school improvement</p> <p>KI 4 - Broader experience of a range of sports and activities offered to all pupils</p>	7. Many opportunities to attend sporting events and festivals. Support for PE lead in many areas of the PE curriculum. Opportunities for staff CPD	7. £2298

<p>8. Repair/replace equipment that is deemed not fit for purpose by SportsSafe</p>		<p>KI 5 - Increased participation in competitive sport</p> <p>8. KI 1 -Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>KI 2-The engagement of all pupils in regular physical activity</p>	<p>8. Equipment is fit for purpose, and lessons are well resourced.</p>	<p>8. £200</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
Travel to festivals and Events	<ul style="list-style-type: none"> -A variety of sporting events attended by children across the school including, golf, tennis, football, rugby, cross country and multi-skills -Children had the opportunity to participate against other schools in a competitive environment increasing many children's interest in the sport -Children really enjoyed being part of a team and mixing with children they would not normally speak to. -Increase in children attending after school clubs 	<ul style="list-style-type: none"> -Chaddesley performed very well at the majority of the sporting events/festivals attended with 2/3 second place finishes that the children were very proud of. Y6 children also won their Tag Rugby tournament, the first trophy brought back to school for a significant length of time. -Children had the chance to represent their school and county at cross country. -The profile of sport in school has been raised with many children asking about upcoming events, positive conversations in PE and around school and a keen interest in the PE notice/celebration board which gets updated throughout the year. -Girls' football is a well-attended after school club with higher numbers than previous year. -Children are proud of their achievements and bring in medals and trophies to share during celebrations assembly. Children are now very keen to add to their trophies on show in their trophy cabinet.
Employment of Sports Apprentice	<ul style="list-style-type: none"> -Extra after school clubs -More festivals and events attended -Better standards of PE lessons taught -Less active children targeted and engaged in physical activity. -More children active during playtimes and 	<ul style="list-style-type: none"> -Our Sports Apprentice has provided many more opportunities for children to take part in sport. They have run extra after school clubs meaning children in KS1 and KS2 can attend clubs in the same term. Children have made better progress in PE lessons due to staff being able to deploy the sports apprentice in a variety of ways, e.g. set

<p>Subscription to WFSP</p>	<p>lunchtimes (including before school) - More events during sports day.</p> <p>-Increased opportunities to participate in festivals and events. -Support for PE lead with many aspects including, staff CPD, SP spend, PE planning,</p>	<p>up lessons reducing lost time, working with less able students or challenging the more-able students. They have also provided more opportunities for feedback from students by meeting with sports leaders more regularly. Lunch and play times are well structured with a variety of activities set up and run by the sports apprentice or sports leader.</p> <p>-Our subscription to WFSSP has provided many opportunities for pupils to compete against other schools in a wide range of sports, which our school has excelled in. There have been so many positive discussions between staff and children about their achievements this year. It has really had a positive impact on pupils' attitudes towards sports and teamwork. They have also assisted with many issues such as staff training, planning and extra funding.</p>
<p>GETSET4PE</p>	<p>-Good standard of PE lessons taught across the school. -A well-planned long-term PE unit for each year group.</p>	<p>-Our paid license to GETSET4PE has enabled the PE lead to create a new long term PE plan. They have also provided teaching staff with detailed lesson plans that include ways to adapt the lessons for more/less able pupils. PE lessons have improved from last year with staff more aware of coaching points and how to deliver them.</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?	100%	We have a large number of children that swim outside of school. Our catch-up provision over the past few years has enabled us to target weaker swimmers. The importance of learning to swim is communicated to parents regularly and celebrated in assemblies.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke?]	96%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>25%</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>Not this year</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:	Camilla McGregor
Subject Leader or the individual responsible for the Primary PE and sport premium:	Luke Pedwell PE and Sports Lead
Governor:	Gill Griffiths
Date:	22.7.24