





The Primary PE and sport premium

Planning, reporting and evaluating website tool

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Commissioned by

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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. 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. This template is an effective way of meeting the reporting requirements of the Primary PE and sport premium.

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Key Indicators

Key indicator 1: The engagement of all 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

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Key indicator 5: Increased participation in competitive sport

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
Provide equipment and training for activities, run by young leaders, during break and lunchtimes to encourage participation.	Young leaders are implementing games and activities under direction of lunchtime supervisors and encouraging all children to engage in a range of different activities. Pupils thoroughly enjoy all physical activities being run by new play leaders.	Apply for additional funding for development of further sporting activities.
Set up and lead a team of Sports Captains/Class prefects who will help run sports days, fixtures and playground games every break and lunchtime.	Young leaders trained by Year 6 teacher and supported by lunchtime supervisors/class teachers are providing playtime and lunchtime clubs for the other children. The sports leaders assisted at sporting events	Continue to utilise sports captains and use them more effectively with greater responsibilities e.g. buddies across EYFS activities.

Increased range of Sports and PE available including swimming for Yr Gps 3-6 as a life safety skill and promoting a lifelong attitude to health and well-being. *(SS is at a distance from a local pool and the majority of children do not access lessons outside of school.)* Specialist Sports Coach from Empower for Spring/Summer Terms identified skills/interest in current cohorts. Regular observation and discussions with the specialist coaches took place. Supported planning between sports specialist and non-specialist teachers. Successful performances at events. Non-competitive clubs in yoga, multi skills aimed at encouraging and participating in new sports, ran weekly.	throughout the year and Sports Day at a local high school confidently. (QEHS). More children are accessing swimming lessons outside of school than before. Children are engaged and motivated by a range of different sporting activities provided to them. Uptake in after school clubs was high.	A two-week intense program will be investigated/trialed.

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
Encourage all children to engage with an active 10 minutes at the start of each day to boost readiness to learn.	Teaching assistants/teaching staff, specialist PACES coaches - as they need to lead the activity. All pupils – as they will take part.	Key indicator 1, 2, 3, 4 & 5	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities. Ensure equipment is stored appropriately and managed well by Sports Leaders.	New resources for classes to use each day. £1500 costs for additional coaches to support lunchtime sessions.
Provide sport CPD for staff- provided consistently high standard of teaching.	Teaching assistants/teaching staff, specialist PACES coaches - as they need to lead the activity. All pupils – as they will take part in improved lessons.	Key indicator 1, 2, 3 & 4	Primary teachers more confident and with a higher awareness of resources 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.	£8000 for 5 teachers/6 Teaching assistants to undertake CPD throughout the academic year.
Support teachers and staff with the development of skills to enter Worcestershire Sports Games and local school events such as Athletics at The Chase	Teaching assistants/teaching staff, specialist PACES coaches - as they need to lead the activity. All pupils – as they will take part in improved lessons	Key indicator 1, 2, 3, 4 & 5	Staff confidence, knowledge and skills in a range of sporting activities to increase. The pupils in turn will be more skilled and confident in many areas of PE and Sport. Despite being a small school,	£1000 to allow more staff to be released and attend the various activities with their own classes and allow for more children with specific needs to be supported in attending.

			they will confidently attend other school competitions and sporting festivals with a confident and skilled approach. They perform well at sporting events within Worcestershire.	
Continue to promote outdoor learning for all year groups. Introduced a range of physical activities and sporting opportunities.	Teaching assistants/teaching staff, specialist Forest School Leaders - as they need to lead the activity. All pupils – as they will take part in increased outdoor learning activities.	Key indicator 1, 2, 3 & 4	Staff are more confident and have a higher awareness of resources to deliver effective outdoor learning, supporting pupils to undertake extra activities inside and outside of school.	£3000
Improve efforts to increase swimming attainment through broader experiences (such as life-saving experience for children than can swim >25m). Intervention group supported through an extra swimming coach at the pool. Daily lessons across a two-week intensive swimming course.	Teaching assistants/teaching staff- as they need to lead the activity. All KS2 pupils – as they will take part.	Key indicator 1, 2, 3 & 4	More confident swimmers to use the lanes allowing more space for top-up swimming and water safety lessons. Higher achievements and progress made.	£3000 Extra swimming coach assigned to broaden opportunities for both higher achieving and lower attaining children.

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
Pupils understand the importance of daily exercise and how to set themselves challenges to be the best they can be.	Pupils thoroughly enjoy all physical activities being offered e.g. EYFS accessing their outdoor area for a sustained amount of time each morning. During observations they are engaged, motivated and we have full participation. They can confidently respond to a range of activities and can be physically active for at least 30 minutes each day.	Continuously monitor physical activity levels and identify the most appropriate target groups to achieve maximum impact.
Continued to develop start of the day physical activities for EYFS and KS1 including bikes, activity trails and jogging. Both indoor and outdoor. Yoga sessions delivered straight after lunch in the afternoons, GoNoodle activities on days when children did not have enough physical activity.	Children are engaged in the 30-minute physical activity they receive each day. Children are physically fitter and have improved concentration levels following their 30 mins of physical activity.	We will be continuing with this model into the next academic year and have plans to add the Daily Mile into the curriculum for KS2 which we were not able to achieve this year.
Provided sport CPD for staff- provided consistently high standard of teaching. Supported teachers and staff with the development of skills to enter Worcestershire Sports Games and local school events such as Athletics at The Chase	Staff confidence, knowledge and skills in a range of sporting activities has increased. The pupils in turn are more skilled and confident in many areas of PE and Sport. As a small school they now confidently attend other school competitions and sporting festivals with a confident and skilled approach which was not seen initially. They perform well at sporting events within Worcestershire.	Continue to review staff confidence and competence in delivering high quality PE and school sport and allocate staff to upcoming CPD opportunities - Further 1:1 lesson observation to monitor staff effectiveness and confidence. Target specific children.

Continued to promote outdoor learning for all year groups. Introduced a range of physical activities and sporting opportunities.	Children can now access a broader range of sports/physical activities on a regular basis. E.g. Rugby Tots, Dynamo Cricket training/workshops. All children can now access Forest School on a weekly basis increasing their level of physical activity each week and improving their mental health and well-being.	Continue to make links with the wider sporting community, encouraging children to join external clubs and ensure external coaches are invited back in to support the children.
Secured places and ensured many pupils partook in Worcestershire School Games. Entered competitions and events both within and outside Worcestershire School Games. Ensure opportunities for all children to participate in a wide range of events.	Communication between partnership schools is regular. Pupils are accessing a broad range of activities and competitions including athletics for Year 5 at a local high school, a multi sports activity day for Year 1 & 2 and a hockey Quick-Sticks tournament. Increased confidence, enjoyment, self- esteem and a real desire to learn and progress in PE. Gold Sports Games Mark Award received.	We will continue to participate in as many competitions as transport funding to attend them will allow.
Daily lessons across a two-week intensive swimming course.	More confident swimmers made use of lanes in main pool which increased space in the shallower end of the pool allowing us to raise attainment in primary school swimming and water safety by funding top-up swimming and water safety sessions for those pupils that did not meet national curriculum requirements with the additional swimming coach after they had completed the core swimming and water safety lessons. The impact of going daily for two week was huge. The achievements and progress in swimming made was exceptional. 3 children now swimming at county level and competitive level.	Use the same format next year.

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?	79%	*11/14*
What percentage of your current Year 6 cohort can use a range of strokes effectively [e.g. front crawl, backstroke, and breaststroke]?	79%	*11/14*

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	71%	*10/14*
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	An additional coach was provided this year to allow staff to observe and development their knowledge and confidence.

Signed off by:

Head Teacher:	*Helen Field*
Subject Leader or the individual responsible for the Primary PE and sport premium:	*Henry Walker*
Governor:	*Janet Ashton*
Date:	17.8.2024

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