



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
<ol style="list-style-type: none"> 1. Playground markings and equipment 2. Extra-curricular clubs (sometimes 'uncommon' disciplines, e.g. fencing, tri-golf, archery) 3. Real PE CPD teacher sessions 4. Increasing presence at sports competitions and tournaments as a school 5. Real RE CPD Leader sessions 6. External CPD – Cricket and Rugby coaches 7. Lunchtime clubs 8. New equipment 	<ol style="list-style-type: none"> 1. Increased physical time during the day and lunchtime/playtimes 2. enabled all children to have access to sporting coaching and activity 3. Positive impact on staff confidence 4. Greater participation in competitive sports - some successes: Football fixtures (31 different children experienced competitive sport in KS2); tag rugby competition (3rd place finish in Calderdale); 38 different children have experienced competitive sport in KS2 in Spring and Summer terms) 5. PE teaching and learning is improving across school, including PE leadership as exemplified by a 'deep dive' style leadership conversation 	<p>For next year:</p> <ul style="list-style-type: none"> • Increased targeted activities to involve and encourage least active children and those with limited opportunities (also linked to raising aspirations AIP target 23-24). • CPD focus for new teaching/non-teaching staff for 2023 - 2024 • Coordinate and enter more sport competitions or tournaments across the local area/cluster/MAT. • To continue to develop staff confidence across school with dance and gymnastics units (Real PE).

<p>9. Dance and Gymnastic units revised in PE sessions</p>	<p>6. Further development for staff as per staff survey</p> <p>7. Positive impact on engagement in physical activities for all children and renewed confidence in lunchtime staff</p> <p>8. Enabled engagement of more children during play and lunchtimes</p> <p>9. Improved teaching and learning, and curriculum offer to children.</p>	<ul style="list-style-type: none">• Continued work to enhance healthy lifestyles to be given a higher priority.
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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
Real PE sessions delivered each week for all children in school	Pupils benefit from a progressive scheme of work, written with careful consideration of the aims of the National Curriculum.	Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school		£900
Continue to encourage physical activity throughout the day for pupils and families – encouraging active travel to and from school.	Pupils and community. Continued engagement in WOW Walk to School challenge, including links with local community for Park and Stride scheme. Local and national competitions (including resources) to support.			Nil
Active break times and lunch times.	Pupils and staff.			£400
Support children’s physical and mental wellbeing, improving levels of concentration as well as physical fitness.	Pupils - enable sporting breaks throughout the day.			Nil
Continue to make accelerated progress for younger children’s physical development (particularly in EYFS) – to include baseline and tracking of attainment/progress.	Pupils, particularly in EYFS			£900

<p>Continue links with the local cluster My Voice Matters programme – particularly Forest School sessions (resources and transport costs).</p>	<p>Pupils – this also includes Year 6 transition programme in summer term at Forest School</p>	<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>		<p>£300</p>
<p>Begin links with the local authority Linking Schools Programme (resources and transport costs).</p>	<p>Pupils</p>			<p>£300</p>
<p>Encourage pupils to take on leadership roles that support sport and physical activity (Ambassadors, Class prefects, Play Leaders, etc.).</p>	<p>Pupils</p>			<p>£200</p>
<p>Ensure all children are aware of the importance of a healthy lifestyle, including both diet and exercise – linked to pupils needs and, e.g. Electronic Health Needs Survey.</p>	<p>Pupils – responsive to need</p>			<p>£350 - £50 per class</p>
<p>Link with academy improvement focus on raising aspiration – widening children’s Personal Development and ‘character-enhancing’ attributes, including tenacity / role models in sport.</p>	<p>Pupils - experience how working as team can lead to success (e.g. Halifax FC, Halifax Panthers)</p>			<p>£550</p>

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<p>Successfully deliver a PE curriculum that is inclusive, challenging for all and progressive from EYFS to Year 6.</p>	<p>Teachers, HLTAs and TAs. Staff are trained appropriately to ensure quality of teaching, which is quality assured by leaders in school.</p>	<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>		<p>£300</p>
<p>Enhance professional development, training, mentoring and resources to ensure staff confidence and teach PE more effectively to all pupils, embedding physical activity across Bowling Green Academy.</p>	<p>Teachers and Leaders keep up-to-date with best practice teaching in PE, including Real PE CPD and webinars.</p>			<p>£5,500*</p>
<p>Extend and enhance current opportunities during lunch- and playtimes</p>	<p>Teachers, HLTAs, TAs and mid-day supervisors - staff are more confident to deliver physical activity and ensure children can work co-operatively during lunchtimes.</p>			<p>£3,500*</p>
<p>Provide balance bike sessions for children in EYFS to increase confidence with balance skills / gross motor skills.</p>	<p>Pupils in EYFS (and KS1) – children to benefit from using balance bikes in planned sessions delivered by staff who are confident with bike skill/ balance progression.</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>		<p>£600</p>
<p>Provide Bikeability training for Year 6 children to ensure safety on bikes and good core skills.</p>	<p>Pupils in KS2 - all children in chosen class complete session one and most complete session two – booked in July with local training provider.</p>			<p>Nil</p>
<p>Provide wide experiences, which the children may not be familiar with, linked to a</p>	<p>Pupils - to explore wider experiences in the local area to build a progressive curriculum, which prepares children as 'sportspeople' and develops key 'physical literacy' skills in a progressive manner across school.</p>			<p>£1,000</p>

<p>wide range of sports (e.g. rock climbing).</p>	<p>Pupils.</p>			
<p>Increase school's equipment to be able to offer a broader range of sports available through family of schools' competitions.</p>	<p>Pupils - training sessions targeted at scheduled events.</p>	<p>Key indicator 5: Increased participation in competitive sport</p>		<p>£800*</p>
<p>Prioritise sports events that offer further progression (West Yorkshire, Yorkshire) through lunchtime clubs and after-school provision.</p>	<p>Pupils, family, local community – creating 'legacy links'</p>			<p>£950*</p>
<p>Continue to enhance links with the local community</p>	<p>Pupils - Sports day and inter house sports competitions to be scheduled throughout the year.</p>			<p>£200</p>
<p>Hold whole-school sporting events throughout the year</p>	<p>Pupils - transport organised to provide groups to external sports competitions.</p>			<p>£100</p>
<p>Provide transport to sporting competitions and events throughout the year (this may involve hosting events).</p>				<p>£360</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
Autumn		
Spring		
Summer		

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?	25%	<p><i>Swimming lessons don't regularly provide children with the opportunity to swim 25 metres. Calderdale swimming service contacted regarding this. The last assessment of children was in June.</i></p> <p><i>1 child exempt from swimming on medical grounds.</i></p>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	43%	<p><i>Based on children attaining a mark of 3 – a further 9 children (56%) at level 2.</i></p>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>96%</p>	<p>? No reports of any that didn't pass. I've contacted Pamela at Calderdale for confirmation.</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/No</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>Yes/No</p>	

Signed off by:

Head Teacher:	<i>Jamie Stuttard</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Tom Andrews, Assistant Principal</i>
Governor:	<i>Ken Inwood</i>
Date:	