



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 all 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	Autumn term subject monitoring shows children are engaged with and enjoy PE. They use target vocabulary in their answers and are able to demonstrate the skills they are learning.	£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.		Equipment purchased in September has allowed teaching to continue to meet the needs of the NC and scheme of work.	Nil
Active break times and lunch times.	Pupils and staff.		Equipment purchased as added variety to break and lunch time activities including dodge ball and mini-Olympics.	£400
Support children’s physical and mental wellbeing, improving levels of concentration as well as physical fitness.	Pupils - enable sporting breaks throughout the day.		More children engaged in lunch time sports.	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		Girls KS2 football – 20 girls(50% of girls in KS2) have attended up from 17 in 2023. Brandon to keep a register in Spring term. Spring term. Brandon’s registers show 61% of children have accessed his Tuesday and Wednesday lunchtime sessions with 43% being regular attenders.	£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>No forest school sessions as yet starting in Spring term.</p>	<p>£300</p>
<p>Begin links with the local authority Linking Schools Programme (resources and transport costs).</p>	<p>Pupils</p>		<p>Cross country results and success of children making it through to the final shared in assemblies and on seesaw platforms. Children proud of their achievements and others have congratulated them and commented on how they want to go next year.</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>Year 3 now attended Forest school for 2 sessions.</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>Visits from both Halifax Town and Halifax Panthers to share recent Wembley successes. Halifax Panthers visit also shared success story of Adam Tangata’s journey to becoming a professional sportsman and linked to sport in school and school’s values.</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>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>Extend and enhance current opportunities during lunch- and</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>Teachers and Leaders keep up-to-date with best practice teaching in PE, including Real PE CPD and webinars.</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>Pupils in EYFS (and KS1) – children to benefit from using balance bikes in planned sessions delivered by staff</p>	<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Autumn term subject monitoring shows children are engaged with and enjoy PE. They use target vocabulary in their answers and are able to demonstrate the skills they are learning.</p> <p>Equipment purchased in September has allowed teaching to continue to meet the needs of the NC and scheme of work.</p> <p>BS now leading PE lessons on Tuesdays and Wednesdays and teachers supporting PE lessons to enhance CPD.</p> <p>Calderdale PE leadership session attended by subject lead and feedback to staff teaching PE. Staff now are of resources to support the scheme.</p> <p>Brandon leading activities in skills yard and midday supervisors encouraging games in wider playground. E.g. skipping games and basketball type games.</p> <p>Spring pupil voice shows children are still engaging with PE as they were before. They're happy with the lunch time offer – they feel it's fair that there is time for both boys' and girls' football.</p> <p>Brandon now working with target reception children from 2:45 – 3:10 On Tuesdays focusing on key skills including balance on bikes and co-ordination</p> <p>18 KS2 children accessed cross country competition during the Autumn term with 3 making it to the final.</p>
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<p>playtimes</p> <p>Provide balance bike sessions for children in EYFS to increase confidence with balance skills / gross motor skills.</p> <p>Provide Bikeability training for Year 6 children to ensure safety on bikes and good core skills.</p> <p>Provide wide experiences, which the children may not be familiar with, linked to a wide range of sports (e.g. rock climbing).</p> <p>Increase school's equipment to be able to offer a broader range of sports available through family of schools' competitions.</p> <p>Prioritise sports events that offer further progression (West Yorkshire, Yorkshire) through lunchtime clubs and after-school provision.</p> <p>Continue to enhance links</p>	<p>who are confident with bike skill/ balance progression.</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>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>Pupils.</p> <p>Pupils - training sessions targeted at scheduled events.</p> <p>Pupils, family, local community – creating 'legacy links'</p> <p>Pupils - Sports day and inter house sports competitions to be scheduled</p>	<p>Key indicator 5: Increased participation in competitive sport</p>	<p>4 SEND children attended panathlon competition.</p> <p>6 children attended curling tournament</p> <p>6 children attended New Age Kurling tournament.</p> <p>Dance club now offered as part of extra-curricular clubs. (15 children attending)</p> <p>Trigolf club children attending</p> <p>In total, 25 KS1 children and 24 KS2 children now attend after school sports clubs</p> <p>18 KS2 children accessed cross country competition during the Autumn term with 3 making it to the final.</p> <p>4 SEND children attended panathlon competition.</p> <p>6 children attended curling tournament</p> <p>6 children attended New Age Kurling tournament</p> <p>14 KS2 children attended 2 tag rugby tournaments</p> <p>19 KS2 girls represented the school against West Vale and Greetland schools.</p> <p>45% of KS2 children have represented the school at competitive sport events to date. (26/4/24)</p>	
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<p>with the local community</p> <p>Hold whole-school sporting events throughout the year</p> <p>Provide transport to sporting competitions and events throughout the year (this may involve hosting events).</p>	<p>throughout the year.</p> <p>Pupils - transport organised to provide groups to external sports competitions.</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
<p>Autumn</p> <ul style="list-style-type: none"> • Autumn term subject monitoring • Equipment purchased • Sports coach leading PE lessons • Calderdale PE leadership session attended by subject leader. • 18 KS2 children attended cross-country event. 	<ul style="list-style-type: none"> • Leaders have a good understanding of quality of teaching and learning taking place during PE lessons. Scheme is being followed children are being given opportunity to meet and exceed expectations of NC. • Teachers have the equipment needed to deliver high quality, well-resourced PE lessons. Greater variety of games and activities being provided at lunch and dinner times. • Staff CPD through observing and supporting sports coach during lessons. Staff confidence improved in providing challenge for more able children during teacher-led PE lessons. • Subject lead and staff aware of initiatives and resources available to supplement PE across Calderdale. • All 18 children accessing a sport through school that they don't access outside of school 3 children in Calderdale finals Children's enthusiasm and confidence towards competitive sport boosted by representing school and experiencing 	<ul style="list-style-type: none"> • Children talk confidently and use subject specific vocabulary when talking about PE. Staff confident and comfortable with delivery of PE curriculum • Children exceeding recommended minutes exercise through well planned PE lessons and lunch and break time offer. Children accessing a wider range of activities than previous year. (dodgeball, evasion games, mini Olympics.) • This to continue for 2024/25 and make sure TAs benefit as much as teachers. • In 24/25 possible termly assembly to celebrate sporting successes both individual and team. Inside and outside school.

<ul style="list-style-type: none"> • 4 SEND children attended Panathlon competition • 6 children attended Kurling tournament • 6 children attended New Age Kurling tournament • Timetable in place for lunchtime activities • Assembly sharing sporting successes (cross country, 	<p>success.</p> <ul style="list-style-type: none"> • SEND children accessing sports that they don't access outside of school. Sense of achievement and confidence boosted by representing school at sport. • Children experiencing a sport not locally available outside of school. Children developing communication and team work skills while engaging in competitive sport • <i>As above.</i> • Greater number of children accessing activities now skills yard isn't a football only zone. Girls football continuing to have a positive impact with many girls in KS2 accessing the club. • Children who represented school have spoken of a rise in confidence and a more positive attitude to representing school at sport. Children not selected this time have expressed interest in being part of the team next year (year 3 – only 2 participants this year) 	<ul style="list-style-type: none"> • Look at Kurling kit on YPO to facilitate running as a club. • Brandon to keep a register of who is attending to monitor participation and check numbers don't dip. • In 24/25 possible termly assembly to celebrate sporting successes both individual and team. Inside and outside school. This should further boost the impact mentioned in the middle column.
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<p>Spring</p> <ul style="list-style-type: none"> • Girls football club continuing to run. • Year 3 attended forest school sessions • Visit from Halifax Town with FA trophy • Visit from Halifax Panthers player (Adam Tangata) • Spring term pupil voice carried out. • 12 different KS2 children represented school at tag-rugby in mixed and girls' tournaments. 8 children attended orienteering competition. • Sports coach working with target group of 	<ul style="list-style-type: none"> • 20 girls in KS2 attending (50% OF ks2 girls) only 1 accesses football outside of school. 19 girls represented school competitively in local league matches (47.75% of girls in KS2) again only one accesses football outside of school. • 24 children given access to outdoor pursuits not available on school site. Increased confidence and communication skills reported by class teacher. • Children understand the pathways available locally into professional sport. Children aware that local teams are experiencing success and have been motivated to experience it for themselves when representing school. • Children inspired by story of a professional rugby player in their local area. Children understand the qualities needed to be a successful sportsperson. Children presented with a role model and aspirational figure they can relate to. • Children happy with lunch time activity offer. Many girls voiced appreciation for continuation of girls' football on a Friday. • 45% of children in KS2 have represented the school at competitive sport. 12 children accessing a sport through school that they don't access outside of school or haven't accessed before. • Insert reception data here! 	<ul style="list-style-type: none"> • Look for stronger links with local clubs to further expose girls to sporting opportunities. • Number to increase in Summer term with further competitions by selecting different children and potential non-engagers with sport. • Possible purchase of further balance bikes
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<p>reception children on key-skills and co-ordination.</p> <ul style="list-style-type: none"> • Dance offered as an after school club. • Continued after school clubs targeting sports not offered locally (tri-golf, archery, orienteering) 	<ul style="list-style-type: none"> • 15 children attending across KS1 and KS2. 80% of attending children don't access dance clubs outside of school. • 25 KS1 and 24 KS2 children now accessing after school clubs. (33% of school role) 	<p>early in 24/25 after assessing need in new intake.</p> <ul style="list-style-type: none"> • Explore availability of dance day in school to boost profile of dance and possibly attend dance competitions in 24/25. • Continue to look at school sports clubs and resource to offer further sports not available in the area or accessed by pupils outside of school. E.g handball, softball or basketball.
<p>Summer</p> <ul style="list-style-type: none"> • Boys and girls football teams completed fixtures against local schools as part of Calderdale League. • School sports day • Year 5 rock climbing • Year 6 forest school • Climbing wall in school 	<ul style="list-style-type: none"> • All three teams qualified for Calderdale finals. Children experiencing success. 18 of the 29 children involved accessing competitive sport through these teams that don't access it outside of school. • All pupils engaged in competitive sport and accessing sports not accessed outside of school – athletics. • 24 year 5 pupils experiencing a sport not readily available through clubs in the local area. Children overcoming fears and being exposed to challenge in a sports/physical activity context. • 17 children exposed to outdoors bounds activities not available on school site. Building teamwork, confidence and overcoming challenges. • 50% of the school accessing a sport not readily available in school or as a club in the 	<ul style="list-style-type: none"> • Football teams to continue next year and push to raise numbers involved particularly in year 5 boys moving into year 6. Possibly add year 3/4 boys team. • Book with CI Adventures early to ensure opportunity repeated for incoming year 5s. Last two years have been very successful and pupils have spoken positively about it both at home and in school.

<ul style="list-style-type: none"> • After school clubs continued to run (EYFS, KS1 football, KS1 and 2tennis and KS2 cricket) • 10 year ¾ pupils attended cricket competition 	<p>local area. Facing challenges and overcoming fears. Self-esteem built through achieving a task many thought they couldn't.</p> <ul style="list-style-type: none"> • 51 children accessing school clubs of which 43 don't access the same sport outside of school. • A further 6 children accessing competitive sport who don't access it outside of school. 	<ul style="list-style-type: none"> • New sports coach to create long term plan for after school clubs to raise engagement and continue to offer opportunities that pupils aren't accessing outside school. • Number of pupils that have accessed competitive sport in KS2 is now 63%.
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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% of children accessing swimming lessons	<i>1 child exempt from swimming on medical grounds.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	100%	<i>Based on children attaining a mark of 3.</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>100% of children accessing swimming lessons</p>	<p><i>1 child exempt from swimming on medical grounds.</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/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:	