



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"> - Introduction of 'Moki' activity trackers (Y1-Y6.) Active hero display and weekly individual and class awards. - Development of 'Play Leaders.' Y5/6 trained as 'Play Leaders.' Training delivered by a visiting coach. - Engage positively with visiting coaches and use these opportunities to support the development of the overall PE curriculum and prepare children for upcoming inter-school competitions. 	<ul style="list-style-type: none"> - Increase in the children's levels of activity during the school day seen and children being more enthusiastic about motivated to become more active. - Children begin to lead activities for younger children and their peers during lunch time. Beginning to encourage the less active children to become more active. - Staff development and CPD opportunities utilized when working with coaches. (Curriculum and staff knowledge weakness addressed.) 	<ul style="list-style-type: none"> - Children responded well. Monitoring of groups of children to identify any patterns/areas for development. - Y5/6 children to be re-trained 2023-24. (Also consider Y4.) - Staff (including TA's) supporting coaches when delivering areas of the PE curriculum they feel less confident with to improve their approach.

<ul style="list-style-type: none"> - Engagement with national walk to school week. - Participation in a wide range of inter-school (level 2) competitions and festivals of fun (inclusive) through Allerdale School Sports Partnership and St Joseph's Community Sport Program. - Participation of some Y5/6 children in the 'West Cumbria Orienteering League.' - Range of appropriate and safe sporting equipment purchased to aid the effective delivery of our school PE curriculum. - EYFS lead engagement with 'EYFS' active start training. - PE lead regular engagement with local PE cluster. 	<ul style="list-style-type: none"> - Identification of children walking, cycling and scooting to school. Slight increase seen in the number of children already doing this. - Children enjoy participating in inter-school competitions against other schools. Creates a purpose to learning taking place in PE lessons. Children applying learnt skills. - Children understand what orienteering is, able to participate against other schools, represent DCS and see improvement and improved fitness throughout each event. - Teachers able to deliver PE lessons/our school PE curriculum safe in knowledge that all relevant equipment is available. Adequate opportunities provided for children to prepare for inter-school competitions, equipment available to support this. - EYFS lead access to resources to apply training with children to develop fine and gross motor skills. - SL aware of most recent updates regarding PE and school sports. 	<ul style="list-style-type: none"> - Over 50% of our children do walk, cycle or scoot to school. Will continue to promote and monitor moving forward. - Attended as many inter-school competitions as possible during school year. - Extra-curricular opportunity. Development of map reading skills too. - Continue to monitor and support the teaching of PE by ensuring equipment and resources are available. Further develop this by providing additional equipment for use on the playground during play times and lunch times. - KS1 staff top attend half day active start training. SL to attend EYFS and KS1 training too. - Meetings held termly.
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<ul style="list-style-type: none"> - PE lead attended relevant training e.g. Intent and Implementation course to support curriculum development. - Staff working in collaboration to ensure PE lessons are inclusive, all children able to take part and reasonable adjustments are made for children with SEND where required. - Engagement in SEND 'Panathlon' events. - Supporting the development of EYFS fundamental skills through provision of appropriate resources. - Children in Year 5/6 completing cycling proficiency (level 1 and Level 2.) - All KS2 children received 10 hours of 	<p>Chance to discuss experiences with colleagues and develop opportunities in school.</p> <ul style="list-style-type: none"> - PE lead supported to lead curriculum design and development across school. - Staff fully aware of send needs within class, PE lessons are inclusive and accessible for all children with reasonable adjustments being made. SENDCO knows that individual needs are being met in PE. - SEND children, who may not normally get the chance, able to take part in inter-school competitions against children of similar abilities. - EYFS children have opportunities to develop fundamental skills during continuous provision. Resources and opportunities engaged with in outdoor area. - Participating children have increased understanding about how to keep themselves safe when riding their bike on the road. - Children developing swimming 	<ul style="list-style-type: none"> - Follow-up course will be available in 2023/24 – 'Impact and Assessment.' - Staff showing a good awareness how to make reasonable adjustments in PE lessons and make lessons more inclusive. - PE lead working with SENDCO to provide these opportunities. - Continue to support EYFS 2023/24. Use a coach to support this if possible. - Takes place over a 2 year cycle. - Many children do not go
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<p>school swimming sessions.</p> <ul style="list-style-type: none"> - Year 2 children, 5 hours of school swimming sessions. - Increased children's awareness of disability sports, such as: wheelchair basketball and boccia. - Provision of 'Chance Camp' activities for children, who are gifted and talented in sport. - Whole school sports day. - School games day. - Opportunities for children to engage in intra-school competition at the end of each PE unit (where appropriate/possible.) 	<p>ability, progress clearly seen.</p> <ul style="list-style-type: none"> - Children's confidence around water and in swimming pool improved. - Children aware that sport can be accessible to all. Children able to experience these sports and interact with an experienced wheel chair basketball player. - G&T children able to develop performance and challenged to improve with children of the same ability. - All children supporting each other and performing as a team. - EYFS/KS1 children taking part in intra-school competition. Year 5/6 leaders organizing. - Children able to practice learnt skills, compete against each other and practice good sportsmanship. 	<p>swimming/learn to swim unless they attend school swimming sessions.</p> <ul style="list-style-type: none"> - Many children never been in/seen a swimming pool before this point. Introduces them to the water and prepares them for Year 3. - Annual wheelchair basketball sessions. Boccia club, lunch time and after school. - Opportunities targets to G&T children. Children targeted and funded through PE and School sports premium. - Mixed age teams. - Half day competition, rotation of activities. - Taking place at the end of each PE topic, where appropriate.
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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
Engagement with Sports coaches through local sports partnership and St Joseph's Community Sports Program.	Children have access to sport specialist coaching and able to participate in new and engaging activities, including preparation for inter-school competitions. Staff (including TA's) gaining CPD and support to develop future teaching.	Key indicator 1: - The engagement of all pupils' 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 increased 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 experiences of a range of sports and activities offered to all pupils.	Pupils learning new games, skills and activities. Able to apply these in alternative situations and during inter-school competitions. CPD opportunity for staff (including TA's) used to ensure future and sustainable improvements to the teaching of PE.	£625 cost of coaches as part of local school sports partnership. (St Joseph's coaching included as part of their Community Sports Program.)
Additional acquisition of sports	Children have access to sport specialist coaching and	Key indicator 1: - The engagement of all pupils'	Pupils learning new games, skills and activities. Able to	£3,000 cost for additional coach to

<p>coaches. Engagement with and deployment of these visiting sports coach across school. (These sessions also include whole class and lunch time sports leader training.)</p>	<p>able to participate in new and engaging activities.</p> <p>Staff (including TA's) gaining CPD and support to develop future teaching.</p>	<p>regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school.</p> <p>Key indicator 2: - The profile of PESSPA being increased across the school as a tool for whole school improvement.</p> <p>Key indicator 3:- Increased confidence, knowledge and skills of all staff in teaching PE and Sport.</p> <p>Key indicator 4: - Broader experiences of a range of sports and activities offered to all pupils.</p>	<p>apply these in alternative situations and during play times/lunch times.</p> <p>Competent sports leaders providing games and activities for their peers during lunch time.</p> <p>CPD opportunity for staff (including TA's) used to ensure future and sustainable improvements to the teaching of PE.</p>	<p>support delivery of the PE curriculum, provide staff CPD and additional sports leader training.</p>
<p>Participation in St Joseph's Community Sports Program (including 15 competitions/festivals of sport and 12 hours of coaching.)</p>	<p>Children given opportunities to engage in a greater range of inter-school sporting opportunities, providing opportunities for a greater number of children to participate.</p> <p>Additional coaching for children to learn skills</p>	<p>Key indicator 4: - Broader experiences of a range of sports and activities offered to all pupils.</p> <p>Key indicator 5: - Increased participation in competitive sport.</p>	<p>More pupils taking part in competitive inter-school competitions and festivals of fun.</p> <p>A greater number of opportunities provided for children to take part in inter-school</p>	<p>£2,000 cost of the St Joseph's 'Community Sports Program' including competition calendar and 12 hours of coaching and transportation/buses to attend.</p>

<p>Engagement with school sports partnership inter-school competition calendar.</p>	<p>required to participate in inter-school competitions.</p> <p>Children given opportunities to engage in a number of inter-school sporting opportunities.</p>	<p>Key indicator 4: - Broader experiences of a range of sports and activities offered to all pupils.</p> <p>Key indicator 5: - Increased participation in competitive sport.</p>	<p>competitions.</p> <p>Opportunities for children to receive specialist coaching in preparation for sporting competition.</p> <p>Pupils having the opportunities to take part in inter-school competitions.</p>	<p>£1,200 cost of the sports partnership competition calendar and buses to enable us to attend.</p>
<p>Participate in termly walk to school weeks, promoting active travel (and healthy lifestyles.)</p>	<p>Increase to the number of children walking, scooting or biking to school during these weeks.</p>	<p>Key indicator 1: - The engagement of all pupils' regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school.</p> <p>Key indicator 2: - The profile of PESSPA being increased across the school as a tool for whole school improvement.</p>	<p>More pupils walking, cycling or scooting to school. More pupils and parents engaging with this initiative.</p>	<p>£50 cost of time for organisation and monitoring of participation.</p>

<p>Daily use of 'Moki' activity trackers during the school day.</p>	<p>Encourages children to participate in more physical activity during the school day. Staff able to set targets and challenged to encourage less active children to become more active.</p>	<p>Key indicator 1: - The engagement of all pupils' 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 increased across the school as a tool for whole school improvement.</p>	<p>More pupils meeting their daily physical activity goal, less active children encouraged to be more active and staff able to identify less active children and support them to be more active during the school day.</p>	<p>£800 cost of additional equipment, replacement of broken equipment and replacement batteries 3 times during the school year.</p>
<p>Provision of 'Chance Camp' holiday camp for G&T children.</p>	<p>G&T children targeted support and challenge to improve and refine their sporting abilities.</p>	<p>Key indicator 2: - The profile of PESSPA being increased across the school as a tool for whole school improvement.</p>	<p>G&T pupils developing and honing skills during such holiday camps.</p>	<p>£670 cost for participating children attending these opportunities.</p>
<p>Additional swimming for our Year 2 children (5 hours.)</p>	<p>Children in Year 2 attending school swimming session, exposure to the swimming pool and the opportunity to get used to the water. (Many children with little or no experience of swimming.)</p>	<p>Key indicator 2: - The profile of PESSPA being increased across the school as a tool for whole school improvement. Key indication 4: - Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Year 2 children becoming more confident in the water/swimming pool, preparing them for school swimming in Year 3 and beyond.</p>	<p>£1,882 cost of Year 2 school swimming as well as transport to and back from local leisure centre.</p>

<p>Replenishment of essential PE and sports equipment, including play leader equipment for the playground.</p>	<p>Appropriate equipment available for lessons, staff able to deliver the whole curriculum. Children have access to equipment needed. Play equipment available for children during play time and lunch time.</p>	<p>Key indicator 1: - The engagement of all pupils' 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 increased across the school as a tool for whole school improvement.</p>	<p>Children able to engage with PE curriculum and activities. Staff have equipment available to deliver quality PE lessons. Children provided with the opportunity to increase their activity levels during play times and lunch times.</p>	<p>£1,858 cost of equipment to support teaching of the PE curriculum and provide activities for children during play time and lunch time.</p>
<p>Development of EYFS and outdoor are through the provision of activities and resources to develop fine and gross motor skills.</p>	<p>Children able to engage with appropriate activities and have relevant resources available to them in the EYFS areas.</p>	<p>Key indicator 1: - The engagement of all pupils' 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 increased across the school as a tool for whole school improvement. Key indicator 4: - Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Increased child engagement with activities and resources required to develop fine and gross motor skills essential throughout school and into adult life.</p>	<p>£1,375 cost of activities, resources and staff development.</p>

<p>Participation in Panathlon (SEND) event.</p>	<p>SEND children provided with the opportunity to take part in inter-school sports activities.</p>	<p>Key indicator 2: - The profile of PESSPA being increased across the school as a tool for whole school improvement. Key indicator 4: - Broader experience of a range of sports and activities offered to all pupils. Key indicator 5: - Increased participation in competitive sport.</p>	<p>More children taking part in inter-school competitions and events. SEND children having the opportunity to participate in inter-school sporting events.</p>	<p>£300 cost of transport.</p>
<p>Regular engagement with wheelchair basketball.</p>	<p>Building children's awareness of disability sports and also providing them with the opportunity to put themselves in the position of a disabled person and participate in sports. Also shows children that anyone can participate in sport regardless of ability or disability.</p>	<p>Key indicator 2: - The profile of PESSPA being increased across the school as a tool for whole school improvement. Key indicator 4: - Broader experience of a range of sports and activities offered to all pupils.</p>	<p>All pupils developing an awareness of disability sport. High level of child involvement and engagement throughout sessions.</p>	<p>£945 cost for local coaches to deliver sessions for children.</p>
<p>Participation of some Y5/6 pupils in the 'West Cumbria</p>	<p>Children learning the skills required to read a map when orienteering, taking part in orienteering, completing set</p>	<p>Key indicator 1: - The engagement of all pupils' regular physical activity – Chief Medical Officers guidelines</p>	<p>Children (Y5/6) engaging with orienteering at a competitive level.</p>	<p>£475 cost of participation and the hire of the</p>

<p>Orienteering League.'</p>	<p>courses and competing against children from other schools.</p>	<p>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 increased across the school as a tool for whole school improvement. Key indicator 4: - Broader experience of a range of sports and activities offered to all pupils. Key indicator 5: - Increased participation in competitive sport.</p>	<p>Increased pupil engagement in extra-curricular activities. Pupils learning a range of new skills.</p>	<p>community minibus for 7 events.</p>
<p>Staff CPD and peer support.</p>	<p>Primary teachers and teaching assistants.</p>	<p>Key indicator 2: - The profile of PESSPA being raised across school as a tool for whole school improvement. Key indicator 3: - Increased confidence, knowledge and skills of all staff in teaching PE and Sport.</p>	<p>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, improving pupil's attainment in PE.</p>	<p>£800 cost of training/CPD for SL, class teachers and TA's. (Some training opportunities funded and free to attend too.)</p>
<p>Subject lead attending and hosting cluster PE</p>	<p>Subject lead attending termly cluster meetings to share good practice and</p>	<p>Key indicator 3: - Increased confidence, knowledge and skills of all staff in teaching PE</p>	<p>Subject lead has/is aware of up to date information and</p>	<p>£300 cost to release subject lead to attend termly cluster</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
<ul style="list-style-type: none"> - Regular involvement in inter-school competitions as part of the Local School Sports Partnership and the St Joseph's Community sports program. - Continued staff development and CPD through engagement with visiting coaches. - Continued use of 'Moki' activity trackers to encourage greater levels of activity during the school day. Made more purposeful with the weekly celebration of achievements (both on an individual and a class level.) - Engagement with county wide 'Walk to School program.' Taking part in walk to school weeks termly. - Providing children with the opportunity to 	<ul style="list-style-type: none"> - Increasing numbers of children have had the opportunity to participate in a range of inter-school sports competitions, a number of which were competitive and inclusive (festivals of fun!) - All staff including TA's becoming more confident when delivering and supporting during PE and sporting activities. - Increased levels of pupil activity seen during the school day as they aim to do better than their peers/beat their set targets. - Increased number of children walking to school, particularly during these weeks, as well as in subsequent weeks. - Children taking part in a wide range 	<ul style="list-style-type: none"> - Child enjoyed taking part in these events and always gave it their all often against much larger schools. (Often mixing it with the larger schools, when it came to the final standings.) - Addressing some areas of development for staff, focusing on areas of the curriculum where they may not be as strong. - Children responding enthusiastically to wearing activity trackers during the school day. Individual and class rewards an incentive for children. - A large number of our pupils do already walk, cycle or scoot to school but this initiative has provided a good incentive for others to get involved. - Where required school able to help

<p>experience and have a go at a range of different sporting opportunities, within PE lessons, extra-curricular clubs, through competitions and festivals and as part of experience days in school and as part of a visit.</p>	<p>of experiences and given the opportunity to try out different sports and build skills to inspire enjoyment of physical activity. Some children taking up the sports that have tried as part of a club outside school because they have enjoyed it so much.</p>	<p>parents find opportunities in the community where children can get involved with some of the sports they have engaged with at school.</p>
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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?	55.55%	This was a small Year 6 cohort of 9 children, where a 44.44% of the children had complex SEND, behavioral and/or mental health needs. One of the children also missed the majority of his swimming sessions/ 'catch up' session in Year 6 due to a number of reasons. Also this cohort were unable to attend swimming sessions during Year 2 and Year 3 due to our local pool been closed in response to the Covid-19 pandemic. This has reduced the number of sessions they received in comparison to previous years.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	55.55%	This was a small Year 6 cohort of 9 children, where a 44.44% of the children had complex SEND, behavioral and/or mental health needs. One of the children also missed the majority of his swimming sessions/ 'catch up' session in Year 6 due to a number of reasons. Also this cohort were unable to attend swimming sessions during Year 2 and Year 3 due to our local pool been closed in response to the Covid-19 pandemic. This has reduced the number of sessions they received in comparison to previous years.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>55.55%</p>	<p>This was a small Year 6 cohort of 9 children, where a 44.44% of the children had complex SEND, behavioral and/or mental health needs. One of the children also missed the majority of his swimming sessions/ 'catch up' session in Year 6 due to a number of reasons. Also this cohort were unable to attend swimming sessions during Year 2 and Year 3 due to our local pool been closed in response to the Covid-19 pandemic. This has reduced the number of sessions they received in comparison to previous years.</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>All of our Year 6 children have been provided with additional 'catch up' session (5 hours) during Year 6 to ensure that as many of our cohort were able to achieve the National Curriculum requirements as possible by the end of Year 6.</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</p>	<p>Swimming sessions are delivered by qualified swimming teachers at our local leisure centre. Staff are always present to support the teaching of swimming working with the swimming teachers and using this as a CPD opportunity.</p>

Signed off by:

Head Teacher:	Carl Barnes
Subject Leader or the individual responsible for the Primary PE and sport premium:	Steven Bragg (Class teacher and PE Lead)
Governor:	Sophie Milligan (Governor)
Date:	July 2024