



# The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023



Commissioned by



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.



## 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
To ensure Darell Campus continues to have <b>comparable opportunities to the rest of the school to be active for 30 mins a day</b> throughout the academic year.	<i>The learners at D Campus.</i>	<b>Key indicator 1:</b> <i>The engagement of <u>all</u> 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</i>	Learners in the Darell classroom continue to make progress comparable to the other campuses. This is evidenced on Earwig our assessment platform.	£89.96
To ensure all <b>equipment is up to date and meets the needs of our current cohort of learners.</b>	<i>All learners.</i>	<b>Key indicator 1:</b> <i>The engagement of <u>all</u> 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</i>	We maintained the Games Gold Award for a third year in a row. Highlighting our commitment to this key indicator by ensuring physical development is timetabled throughout the school day for all learners.	£2431.38
To invest in a SEND consultant <b>to improve and sustain our sensory garden circuit so the learners</b> can have active sensory opportunities at our GC campus.	<i>The learners at GC Campus.</i>	<b>Key indicator 2:</b> <i>The profile of PESSPA being raised across the school as a tool for whole school improvement</i>	The outside space at the GC campus is used effectively. Activities supporting gross motor skills are set up and utilised by all learners. The teaching staff have been trained in explorative play, and job	£6514.91

<p>To <b>upskill</b> the new primary school teachers so they feel confident to teach PD and OT/PD to our learners.</p>	<p><i>The staff and primary learners.</i></p>	<p><b>Key indicator 3:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p><i>roles have been adapted to facilitate and sustain the sensory garden being used effectively. Learners' physical activity has increased.</i></p> <p><i>All primary learners and staff members experienced a 6-week block of sensory PD sessions. The staff will use what they learned from the sessions and adapt them for future physical development sessions.</i></p>	<p>£2186.32</p>
<p>To continue to provide a range of physical experience for learners to access within our local community.</p>	<p><i>The learners.</i></p>	<p><b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils.</p>	<p><i>All learners continue to access the community for physical development experiences.</i></p>	<p>£1220</p>
<p>To continue to raise our school profile of physical development within competitions.</p>	<p><i>The learners and whole school profile.</i></p>	<p><b>Key indicator 5:</b> Increased participation in competitive sport</p>	<p><i>A group of learners took part in 1 new competition this year expanding their experiences and continuing to build on their skillset.</i></p>	<p>£210.88</p>

## 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
The Sensory Garden redevelopment.	Learners now use the garden at scheduled times of the day and developmentally appropriate and engaging activities are set up. Behaviours are less and physical development skills are mastered in a safe and structured environment. The enhanced training of one key staff member means that the space is looked after and maintained consistently.	Time needs to be allocated to ensure the staff continue to develop and maintain the space. Scheduling Good Gym Go volunteers to come and clear the space once a year would be effective in keeping the area fit for purpose.
Investing in a SEND Consultant to Upskill staff for weekly physical development lessons.	Staff members were challenged and shown new ways to interact with the learners to get different responses. This resulted in learners experiencing different movements and stimuli expanding their experiences and physical skills.	We need to continue to expose our staff to different approaches, so they continue to develop. As our cohort changes this will become more important. Next year perhaps having someone for more than 6 weeks would be better so they can work alongside our staff and learners first before sharing new techniques.
Continuing to prioritise PD by exploring new activities, maintaining equipment and effective timetabling.	PD continues to be a whole school priority, and our learners are active and given opportunities throughout their school journey to explore and experience a range of engaging physical activities in school and the community. Learners enjoy a range of PD resources, activities and sporting professionals.	Our commitment to ensuring our learners are active is one of our strengths. We have robust relationships with a range of sporting venues and our learners are consistently making progress.


## 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?	N/A	<i>All our learners attend swimming sessions for one term either at our hydro pool or at the local leisure centre. We are an SLD school and progress is below the national average. We created our own swimming assessment, and each child is assessed after their term.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	N/A	<i>We are an SLD school and progress is below the national average.</i>
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	N/A	<i>We are an SLD school and progress is below the national average.</i>
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	<i>This is something we could consider for next academic year for those learners who are almost achieving the national expectation.</i>
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	<i>We have just employed a new swimming teacher 24/25.</i>

Signed off by:

Head Teacher:	<i>Sarah Hurtado</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Louise Ross and Luis Ferreira</i>
Governor:	 <i>Jane Curzon, Chair of Governing Body</i>
Date:	10.09.24