



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
1. Opportunities to access horse riding sessions in order to increase PA through a more therapeutic format. Pupils should recognise wider options for the PA and the positive psychological effect. 2. Provide movement therapy sessions to develop range of motion, balance and co-ordination to support engagement in further activities. 3. Use the IMoves website to provide daily PA and active learning across the curriculum. Pupils recognise other physical learning styles which may suit their need and act as a hook for subjects. 4. Continue to purchase the IMoves subscription to support with CPD, ensure staff are aware of the content and develop knowledge and skills for staff. 5. Adventure Service to deliver Forest Schools sessions for a term to provide CPD to TAs to include new ideas, safety and equipment. 6. School swimming training for H Wakefield to manage and deliver school swimming for all of primary. 7. Increase access to Forest School provision to enhance OAA provisions and mental health support.	1. Horse riding has been accessed by up to 6 pupils a term – approx. 18 across the year. It is loved by those that attend and has had a huge positive impact on their day and week. The pupils attending are increasing their physical activity. 2. Movement Therapy is well established in school. It is referral led and is accessed by a range of aged pupils across school. It has been accessed as 1:1 and also small groups depending on what the pupils need and has helped those involved with increased balance, co-ordination and engagement. 3. IMoves has been used successfully in lesson times to support with pilates and fitness, supporting non-specialist staff with ideas and materials as observed by S Brown. 4. Teacher training was provided by IMoves creator to encourage staff to make daily use of IMoves and find active learning resources to support other subjects. Staff were positive	1. 2. 3. 4. 5. Primary pupils are offered swimming for half of the academic year. 6. 7. 8. 9. 10.

8. To hold annual sports days where pupils have opportunities to try a wider variety of health and fitness activities than provided within the curriculum. Introduce pupils to local sports providers and provide contact details for continued OSH participation. 9. To have the school site mapped for use in orienteering lessons. 10. Extend the curriculum into fitness activities which may be similar to those found in local leisure facilities to encourage lifelong fitness. 11. To access and successfully compete in as many SEND Level 2 competitions within Nottinghamshire as suitable.	about how they could use IMoves after this training. 5. Staff experienced a different style of delivery and gained expertise in woodland crafts. Adaptive equipment was utilized which may be purchased in school. 6. H Wakefield now takes ownership of the swimming curriculum and organization. 7. K Watson attended Level 3 Forest School training in Sep 23 which has led to increased participation from Sep 23 and further increases in outdoor learning are being offered from Feb 24. 8. A variety and new (smoothie making bikes) and loved (climbing wall) activities were offered to pupils over 3 days. The status of sport and fitness was raised amongst pupils and staff. 9. Pupils can experience genuine orienteering markers and maps without leaving the school site, thereby increasing learning time and improving safety. 10. A wider variety of fitness equipment was purchased, meaning pupils can be differentiated for in fitness activities. 11. Since the closure of the SSP, no primary SEND festivals or competitions have been available. Competition organized amongst SEND schools locally has been for KS3+.	
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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
Provide horse riding opportunities to support emotional regulation.	Class teachers – who need to plan for a proportion of pupils being absent from lessons one morning a week. Pupils – those who need to bring suitable clothing and attend sessions. Physical strength gains and emotional regulation during and beyond the sessions. TAs who support the session – preparation for weather and working with horses.	Key indicator 1 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	More pupils meeting their daily physical activity goal, more pupils demonstrating emotional regulation and higher rates of engagement in school.	£4920 costs for provision of sessions by outside provider.
Provide group movement therapy sessions to develop range of motion, balance and co-ordination to support engagement in further activities.	Class teachers – who need to plan for a proportion of pupils being absent from lessons for 20 minutes, once a week. Pupils – receive specialist movement therapy designed to meet their physical need which enhances their physical literacy and health.	Key indicator 1 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.	More pupils meeting their daily physical activity goal and sustained into the future because of increased physical capabilities to engage in OSH sports activities.	
Purchase of IMoves subscription.	Teachers – enhanced planning and delivery of high-quality PE and school sport. Pupils – Structured sessions which are planned and led by industry specialists using engaging formats. TAs – Opportunities for targeted work.	Key indicator 1 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.	All staff and pupils have access to pedagogically planned lessons and therefore a greater chance of progress in learning. Opportunities to access a broader array of dance styles and fitness sessions than currently within	£997

		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.	staffs prior expertise. Staff will have access to CPD for their delivery of the PE curriculum.	
Annual MATP celebration events.	Pupils – Recognition and celebration of success within the MAT programme, leading to enhanced self esteem and engagement with PE and OSH sport. SLT – Attendance at events highlights progress within the subject. Parents - Attendance at events highlights their child's successes leading to feelings of pride. Subject lead – Time required for planning event and monitoring opportunity for pupil progress. Teachers – Focus on the 8-12 week structure of MATP, assessment of pupil progress and celebration of pupil success.	Key indicator 1 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school. Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement. Key indicator 5: Increased participation in competitive sport.	More pupils meeting their daily physical activity goal and sustained into the future because of increased physical capabilities to engage in OSH sports activities. Improvements in mental health through the celebration of success. Raising awareness of the school community about the PE curriculum for Explorer strand pupils. Sustained through in-house CPD and a supportive school environment.	£25
Develop intra-school competition.	Pupils – Opportunities to play in competitive sport. Teachers – Organisation of individual competitions and management of timetables. Subject lead – Time required for planning event.	Key indicator 5: Increased participation in competitive sport.	More pupils meeting their daily physical activity goal and sustained into the future due to the low cost and minimal routine impact on pupils.	£50

Attendance at County SEND competitions.	Pupils – Experience of competing in a specialist venue, against other SEND pupils and with sport professionals.	Key indicator 5: Increased participation in competitive sport.	More pupils meeting their daily physical activity goal. Pupils experiencing the emotional changes associated with competitive sport. Sustained into the future due to the low cost of entry.	£150
Improved storage facilities for the expanding number of PE resources.	Pupils – An enhanced range of equipment to meet varying interest and differentiation needs, leading to more varied and exciting curriculum. Staff – Safe and orderly storage of equipment for easy access and identification. Site manager – Organisation and monitoring of building or companies to complete storage work.	Key indicator 1 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school. 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.	More pupils meeting their daily physical activity goal by experiencing and engaging with a wider variety of correctly resourced PE sessions.	
To hold annual sports days where pupils have opportunities to try a wider variety of health and fitness activities than provided within the curriculum. Introduce pupils to local sports providers and provide contact details for continued OSH participation.	Pupils – Collapsed timetable to enable full participation in sports, health and fitness activities for 3 days. Subject lead – Time required for planning event. Teachers – Managing of new experiences and changes to routines. Site manager – Management of outside providers.	Key indicator 1 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school. Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.	More pupils meeting their daily physical activity goal by experiencing and engaging with a wider variety of activities and forging links with local OSH providers to offer sport outside of school. The benefits of activity recognised across the school community resulting in increased levels of participation.	£3780

		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.		
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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
1. In sports week, there was a climbing wall on school site for a week with a qualified member of staff delivering the sessions. 2. Teacher CPD from IMoves staff to demonstrate software capabilities and how lessons could be structure in dance. 3. Most KS3-5 pupils have experienced SEND County wide festivals. 4. Horse riding to develop confidence and determination. Also to broaden physical education experiences.	1. Significantly more opportunities for pupils to access the climbing sessions and with staff who are more acquainted with the pupils. 2. Raised awareness of staff about the content of the website and it's support for PE planning. 3. Increased awareness of sporting venues and competition experience, interaction with other young people with SEND. 4. The pupils have really increased their resilience when faced with something that seems difficult. Pupils have experienced a physical activity that they may not have out of school. Some pupils are now continuing with horse riding so raising OSHPA.	1. Using a KS4 pupil to support teaching demonstrated progression and achievement to younger pupils. 4 To broaden the opportunity for a continuing range of pupils For some pupils to experience again when older.

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?	42 %	<i>Use this text box to give further context behind the percentage. e.g., 30% - we are struggling to get pool space due to our local pool closing so we have had to use a much smaller local school pool. We have had to limit the number of pupils attending swimming lessons during one term which means some pupils have attended fewer swimming lessons than others.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	14 %	<i>Use this text box to give further context behind the percentage. e.g., Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2024</i>

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	0 %	<i>Use this text box to give further context behind the percentage.</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	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	H Wakefield (school swimming lead for Bracken Hill) completed a 1 day qualification last year.

Signed off by:

Head Teacher:	<i>Mrs C Askham</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Mrs S Brown Head of Phase 3 and PE lead</i>
Governor:	<i>No named governor</i>
Date:	20/3/24