



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 (2023/2024)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

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.

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
1. 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.	£4680.00
2. 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. 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.	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 staffs prior expertise. Staff will have access to CPD for their delivery of the PE curriculum.	£997

3. 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 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.	£50
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4. 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.	£200
5. 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. 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 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.	£3338.80
6. Construct outdoor monkey bars to extend trim trail	Pupils – Opportunities for individual fitness activities during free time, support for emotional regulation. Teachers – Additional area to supervise, optional activities to support emotional regulation of pupils, enhancement to PE curriculum. Subject lead – Time required for planning.	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 by experiencing and engaging with a wider variety of activities. The benefits of activity recognised across the school community resulting in increased levels of	£3415.00

	SLT - Time required for planning.	Key indicator 2: The profile of PESSPA being raised 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.	participation. Incorporate fitness activities on site into the PE LTP for life long fitness.	
7. Extend the range of athletics equipment for PE lessons.	Pupils – Age and stage appropriate equipment for the delivery of athletics lessons, leading to better differentiation and learning outcomes. Teachers – Appropriate equipment available to deliver high quality, differentiated lessons.	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.	High quality athletics delivery in PE, leading to enhanced learning outcomes, sustained by peer to peer support and in-house CPD amongst staff.	£500
8. CPD for 2 staff in Forest School and First Aid	Staff – Increased subject knowledge and ethos. Impact of requiring cover staff during training period. Pupils - Replacement member of staff trained as level 3 instructor to maintain staffing levels and continue provision.	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.	A wider number of pupils gain access to qualified Forest School trained staff, meaning provision isn't constrained by staffing and the ethos is more widely delivered.	£975
9. Expanded storage facilities for PE equipment to keep widened range.	Teachers – Easier and safe access to the broader range of equipment, meaning improved lesson preparation.	Key indicator 2: The profile of PESSPA being raised 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.	High quality delivery in PE lessons utilizing suitable equipment, leading to enhanced learning outcomes, sustained by ease of storage and maintenance.	£1516

Key achievements 2024-2025

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. 24 pupils accessed therapeutic horse riding sessions. 2. The purchase of Imoves PE platform for CPD and lesson materials. 3. A 'break time bag' was created containing balls, skipping ropes, bibs etc to encourage games during break and lunch time. 4. Bracken Hill attended 9/11 of the Notts Inclusive Sports Events which included 8 different classes. 5. The annual sports days included a climbing wall, inflatable obstacle course, Forest School, archery, frisbe golf, Adventure service, table cricket, quik cricket and a talk by International netball and rugby player. 6. Monkey bars have been added to the trim trail facilities on the school field for all students to access. 7. New shot putts, javelin and discus were purchased in a variety of weights. 8. N Witts attended Level 3 Forest School training and outdoor and pediatric first aid. S Bown refreshed her outdoor and pediatric first aid to ensure maintenance of provision. 9. Capital spend was used to create a new storage space for PE equipment which was then equipped with storage units to improve access to the widening PE resources.	1. There was lots of great success this year with several of our children who are very demand avoidant. They were able to go and feel less anxiety than they may feel in the classroom and therefore follow instructions and 'demands' One little ladybird who finds it difficult to engage in learning due to his hearing impairment was very motivated by the horse riding. As always it gives lots of children the chance to experience something their families may not be able to afford. It builds on resilience and perseverance. 2. Imoves is written into the long term PE plans for KS1-5 which ensures progressive and spiraling lesson material. 3. When supported by specific staff, a wider variety of students engaged in physical activity in free time. 4. 80 students engaged in level 2 competition with SEND peers, experiencing the physical and emotional challenges of competitive sport. Self esteem was significantly improved (self reported) immediately following the events. 5. 175 pupils engaged in 3 days of sports, trying new activities, developing new sporting skills and interests. 6. This is a popular addition to free time and supports students with a sensory need to hang. Pupils compete in how many times they can complete the bars building resilience, muscular strength and self determination. 7. This will be determined during 2025-26 as the	1. 2. Imoves has a focus on dance and fitness, so other platforms will be explored next year to support delivery in other areas. 3. A more consistent method for taking the bag out needs to be established and organised competition within school could be built upon as this didn't happen this year. 4. 5. Feedback from staff is that they would like this to be a longer event and performance sports would enhance the provision. 6. Investigate staff training in using this facility to further target students who need to hang for sensory regulation. SLT to discuss with OT. 7. 8. Investigate therapeutic forest school training to further enhance provision. 9.

	items arrived too late for extensive use in Summer 25. 8. 90 students will have access to high quality Forest School provision during 2025-26, driving student led outdoor learning aimed at increasing self reliance, determination, reflection and strength. Improvements in mental health were also qualitatively reported. 9. Equipment is stored in specialist containers for safety and ease of access, ensuring staff are easily prepared for lessons and heavy / sharp equipment is safe.	
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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?	36%	<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]?	0%	<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	

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:	