



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)

Activity/Action	Impact	Comments
<p><i>Key indicator 1: 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></p> <ul style="list-style-type: none"> • Lunchtime organisers and teaching assistants engage ALL pupils in physical activity during lunch times or at break. Numerous sports activities to take part during lunch times including football/cricket/tennis and badminton every day. • Targeted active sessions for children who may need help to achieve the recommended 30 minutes of physical activity a day. • Children have access to appropriate resources to experience, engage and enjoy PE, including outdoor play equipment for lunchtimes. • All children to be able to access the PE curriculum and take part in regular exercise. • Children to accelerate physical literacy and fundamental movement. Developing pupils that 	<ul style="list-style-type: none"> • Children are more enthused by some sports due to their engagement during break and lunch times. The skill levels of children have increased due to higher volume of practice. • Interventions with less active children has boosted physical activity and their concentration levels in class. • Sponsored events have enabled the purchase of new and improved sports equipment during P.E and through provision on the playground. • Walking bus before school has enabled groups of children to be more active in the mornings and partake in regular exercise. 	

are behind with their gross motor and fundamental movement skills.

- Increase physical activity through transportation to and from school.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

- Sports Day- All children to take part in a competitive/fun sports day.
- Improving mental health and wellbeing through physical activity.
- PE/Gym/Dance ambassadors to aid teachers/PE leaders with PE activities.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

- In order to help improve progress and attainment of pupils and upskill staff, support is provided for teaching staff across the school, to work alongside an experienced PE teacher to improve their confidence and teaching of the PE curriculum.
- Ensure PE Lead has up to date knowledge of the PE curriculum and teaching and learning.
- MPETT- PE Subject Leadership Membership.
- Experts around the building to offer advice to staff if needed.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

- Access to extra-curricular clubs – deliver a range of extra-curricular sports clubs in school including multi-sports, football, badminton, boxing, karate, dance, tag rugby etc. throughout the year which can be offered free of charge to

- Profile of PE raised and every child participated in at least two events. Competitive element enabled children to feel ‘emotions’ of competition if they have not done so previously.
- Targeted sessions to safeguard children who suffer with profiles such as anxiety/trauma have benefited from tailored sessions by an external specialist agent to boost their wellbeing.
- Complete PE scheme purchased and implemented to aid staff deliver quality first teaching.
- PE leads attended multiple courses to upskill teaching and become increasingly knowledgeable about implementation of the National PE Curriculum.
- More confident staff have taken charge of teaching PE to their particular year group as well as many team-teach sessions taking place effectively.

- Throughout the academic year a range of after-school clubs have been offered for a small fee or free of charge such as: football, boxing, gymnastics and yoga.

all children.

- Experience sport in different environments.

Key indicator 5: Increased participation in competitive sport

- Children have been able to access a wide range of after school sports clubs and activities.
- Increase participation in inspire competitions across Manchester schools.

- Many football tournaments have taken place at host venues, such as schools and professional facilities like The Etihad campus (Manchester City FC) and The Cliff (Manchester United).
- Inspire competitions have been attended on multiple occasions.

Key priorities and Planning

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
<p>Introduce PE ambassador roles for Y5 and Y6 children to enable them to help supervise and run break and lunch time activities.</p>	<p>Lunchtime supervisors / teaching staff, coaches - as they need to train ambassadors about their role</p> <p>Pupils – as they will take part.</p>	<p>Key indicator 2 -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.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities and acts as a catalyst for ambassadors to get into coaching as a career pathway.</p>	<p>£1000 costs for additional coaches to support lunchtime sessions.</p>
<p>Have a series (once a term) of one-off taster days for niche or less participated in sports to encourage engagement outside of school and help children network for clubs.</p>	<p>Pupils – as they will take part and teaching staff that supervise the delivery.</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Monitor and collect data from children who went on to join clubs after the events and collect data from pupil voice which suggests what after-school club they would like offered after their taster days.</p>	<p>£3000 costs to obtain external agents to facilitate.</p>

<p>CPD for teachers on Complete PE and wider curriculum knowledge.</p>	<p>Primary generalist teachers.</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<p>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, as a result improved % of pupil's attainment in PE.</p>	<p>£5000 for 5 teachers to undertake CPD.</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
Children have been able to access a wide range of after school sports clubs and activities.	The children have up-levelled their skills and when participating in PE lessons have shown development which has impacted positively on data.	
Increase participation in inspire/regional competitions across Manchester schools.	Children have had the opportunity (particularly girls) to participate in competitive sport which has enabled them to play against opposition of a similar standard, which has improved enthusiasm and engagement of the sports outside of school.	
Whole school 'taster' days and sponsored events.	Taster days in Cricket and Olympic/Paralympic athlete visits have raised the profile and inspired children to continue to participate. Sponsored events have enabled sports equipment to be purchased that can be used across the curriculum as well as create a sporting community.	

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?	76%	<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]?	43%	<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>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>58%</p>	<p><i>Use this text box to give further context behind the percentage.</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:	Rachael Farnell-Hill
Subject Leader or the individual responsible for the Primary PE and sport premium:	Daniel Pitts and Robert Graham
Governor:	Smyth Harper (Chair of Governors)
Date:	23.7.24