A brochure of a young child

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A young child in a swimming pool

Description automatically generatedThis template can be used for multiple purposes:

by:

* 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**](https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools)**.**

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.

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| **Activity/Action** | **Impact** | **Comments** |
| Please see evaluation on 22/23 plan on website. |  |  |

**Key priorities and Planning**

This planning template will allow schools to accurately plan their spending.

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| **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** |
| * Pupils plan, deliver and participate in at least 15 mins active playtimes to support 30 active minutes * All pupils have access to more organised activities at lunchtime and an opportunity to voice what activities are on offer. The take up is good and pupil voice indicates enjoyment * Pupils are targeted with activities to involve and encourage the least active. * Pupils show leadership in organising and officiating these opportunities (25% of Y3 – 6 ) * Zoned areas of the playground support both formal games and more creative games | Lunchtime supervisors / teaching staff, coaches - as they need to lead the activity  pupils – as they will take part. | 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.  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 encouraged to take part in PE and Sport Activities. | £1000 costs for additional coaches to support lunchtime sessions.  Proportion of £4500 (Lacon Childe Partnership) - Jumping Jaxx leadership training  Proportion of staff lead/champion (£1600 overtime and higher grade) |
| * Upgrade playground markings to support 15 minutes daily mile and zoned activities. | Pupils  Teaching staff, coaches  Lunchtime staff | Key Indicator 2: Increasing engagement of all pupils in regular physical activity and sport | More pupils meeting their daily physical activity goal, more pupils participating in pupil led games and activities | £2000 |
| * Change school uniform to include footwear that would be appropriate to run the mile run without having to change | Pupils  Parents  Teaching staff | Key Indicator 2: Increasing engagement of all pupils in regular physical activity and sport | More pupils meeting their daily physical activity goal. Curriculum time is optimized (changing reduced) which supports staff in maintaining initiative. | £200 admin time. |
| * All pupils access a broad programme of Level 1, Level 2 and (where appropriate) Level 3 competition. This supports enjoyment and develops skill. * Celebrate and value participation and enjoyment on the sports board | Pupils  Teaching staff | Key Indicator 1: Increasing all staff’s confidence, knowledge and skills in teaching PE and sport  Key Indicator 2: Increasing engagement of all pupils in regular physical activity and sport  Key Indicator 3: raising the profile of PE and sport across the school to support whole school improvement  Key Indicator 4: Offer a broader and more equal experience of a range of sports and physical activities to all pupils  Key Indicator 5: Increase participation in competitive sport | More pupils enjoying and participating in competitive opportunities  Providing equal access to sport | Proportion of £4500 (Lacon Childe Partnership) -  Transportation costs £3300  KS2 c. 2 x per half term £2400  KS1 c 1 per half term £600  Reception c 1 per term £300  Proportion of staff lead/champion (£1600 overtime and higher grade) |
| * To build Nursery/EYFS staff confidence in providing fundamental movement skills | Nursery staff  Nursery pupils | Key Indicator 1: Increasing all staff’s confidence, knowledge and skills in teaching PE and sport  Key Indicator 2: Increasing engagement of all pupils in regular physical activity and sport  Key Indicator 4: Offer a broader and more equal experience of a range of sports and physical activities to all pupils | Core movement skills are supported and developed in our youngest pupils | Staff meeting time (overtime £200)  Staff CPD (£200)  EYFS teacher in Nursery sessions |
| * Curriculum provision is strengthened and complimented by outside provider visits e.g. Bridgnorth Tennis, Kiddy Harriers Football, Rugby, Dance and Gymnastics * Offer a programme of activity after school daily which is popular with the children – use questionnaire and pupil voice to gauge this. Pupils are targeted with activities to involve and encourage the least active (gender; FSM; SEN) * At least 75% participate in extra-curricular every week (Y3 – 6 but also aim for the whole school) * Celebrate and value what children do outside school - use questionnaire * 85% of pupils participate in extra-curricular sport every week (in or outside of school) | Pupils and Teaching staff | Key Indicator 4: Offer a broader and more equal experience of a range of sports and physical activities to all pupils  Key Indicator 1: Increasing all staff’s confidence, knowledge and skills in teaching PE and sport | More pupils enthused to take part in PE and Sport Activities. Links to outside clubs encourage participation outside of school. Staff expertise supported by seeing coaches deliver in specialist areas. | C£200 for a half term programme – consider 1 each term = £600  Upper KS2 1 half term set of lessons -= £600  Proportion of £4500 (Lacon Childe Partnership) -  £200 top up for after school clubs e.g. to boost when initial uptake is lower.  Proportion of staff lead/champion (£1600 overtime and higher grade) |
| * To move administration of booking of clubs to Arbor so data can be more easily and strategically managed and evaluated. | Administration staff  Parents | Key Indicator 4: Offer a broader and more equal experience of a range of sports and physical activities to all pupils | Data can be more easily analysed to strategically target opportunities and uptake. | Communication of system to parents  Training of staff to use and analyse system. (£200) |
| * To confirm our OAA offer including the skills and knowledge that will be secured. | Pupils  Teaching staff | Key Indicator 4: Offer a broader and more equal experience of a range of sports and physical activities to all pupils  Key Indicator 1: Increasing all staff’s confidence, knowledge and skills in teaching PE and sport | Tracking sheets show knowledge and skills gained.  Pupils develop skills and knowledge as set out in our curriculum and progression sheets (evaluated through pupil voice and monitoring). Summative data showed: 96% of children to be secure in our curriculum outcomes | Support costs of OAA experience (£600)  CPD for staff to complement with on site activities (£200)  Proportion of staff lead/champion (£1600 overtime and higher grade) |
| * To check our parity of provision e.g. for girls and boys; for SEN; for FSM * Engage in SGO questionnaire and resultant work in this area e.g. extra curricular review * Use Arbor to review uptake on a termly basis | All pupils | Key Indicator 4: Offer a broader and more equal experience of a range of sports and physical activities to all pupils  Key Indicator 1: Increasing all staff’s confidence, knowledge and skills in teaching PE and sport | School games mark criteria of equal opportunities are met and understood. | CPD £200  Proportion of staff lead/champion (£1600 overtime and higher grade) |
| * To target pupils to meet national curriculum swimming targets (specifically Y5/6 pupils who may need additional provision and support) * To consider how to meet the increasing gap in swimming skills (last year showed more children with a lower base of skills) | Y5/6 pupils who need targeting of swimming skills | Key Indicator 2: Increasing engagement of all pupils in regular physical activity and sport  Key Indicator 4: Offer a broader and more equal experience of a range of sports and physical activities to all pupils | Swimming skills are boosted which results in future provision being more manageable and back on track | Additional minibus and swimming teacher for 8 sessions (£800)  Possible additional swimming slot (£400)  Proportion of staff lead/champion (£1600 overtime and higher grade) |
| * To review and amend the coherence of the curriculum (progression, knowledge and skills) and ensure pupils have enough time to develop knowledge and fluency | Pupils  Teaching staff | Key Indicator 1: Increasing all staff’s confidence, knowledge and skills in teaching PE and sport | If our curriculum is tightened this will support the quality of delivery into the future | Staff CPD £200 Scheme £200  Proportion of staff lead/champion (£1600 overtime and higher grade) |
|  |  |  |  | Total of costs/actions: £17,200  Total funding: £16,800 |

**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.

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| **Activity/Action** | **Impact** | **Comments** |
| 1. Co-designing of the playground to zoned areas. | 1. Excellent impact – busier, happier playtimes with far more active choice (pupil voice) | The design has also secured access for girls/boys to football in a more equal way. |
| 1. Participation in Level 1, 2, 3 | * This was more secure for all pupils and pupil voice, to capture feelings and responses to experiences (see in school), showed excellent impact on intent of activities ( intent; engage, inspire, lead, compete) |  |
| 1. Programme of activity outside of school day | 1. The menu and participation in extra curriculum was taken up very well by all groups of pupils (pupil voice used to inform interests) as shown by internal data and the Active lives survey | Possibly considering a healthy cooking club would be a good next step.  The administration of clubs and activities has been really supported by the new MIS |
| 1. Achievement against our curriculum intent | 1. Pupils develop skills and knowledge as set out in our curriculum and progression sheets (evaluated through pupil voice and monitoring). Summative data showed: 96% of children to be secure in our curriculum outcomes. | Tracking sheets weren’t always fully completed and we will need to review workload and manageability of this going forward |
| 1. Swimming provision | 1. The swimming provision was more efficient and effective. However, getting booked in for a programme to achieve our aims was extremely challenging. The amount to target in our 24/25 Y5 group will mean we consider a model of taking year 5 aswell. | The school considered the initiative of having a pool on site but costs and benefits weren’t considered to be persuasive enough. |
| **School achieved School Games Gold – evidence in school.** | | |

**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*

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| **Question** | **Stats:** | **Further context: Relative to local challenges** |
| What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres? | 87.5% | *Costs and booking a programme to meet our needs was extremely challenging* |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? | 87.5% | *Children not achieving the standard need more regular provision (no swimming outside of school) that we would struggle to financially provide. We would also need to do this outside of the curriculum day and travel/booking provision is challenging (rural area – 30 mins travel to a pool). It would be good to have a referral scheme for funded lessons outside school.* |

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| What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations? | 100% | *We target swimmers in Y5/6 who don’t meet the standard by the end of Year 4. We revisit in the curriculum to keep up awareness.* |
| 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 | We offer swimming to YR – Y4 and target those that need continued support in Y5/6. However more is needed and we are struggling with capacity and finances. |
| Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety? | Yes/No | We are using more swimming coaches too to compliment those we have on our team. |

Signed off by:

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| Head Teacher: | *Katie Jones* |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | *Tracey Wood and Katie Jones* |
| Governor: | *Chris Tibbits* |
| Date: | 22.09.24 |