



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
To maintain current staff and children attending breakfast club which is now running at full capacity.	Children accessing breakfast club to have access to 30 minute additional structured activities at the beginning of the day to help set them up for the day.	We are running at over capacity this year due to its success; we are now looking at additional staffing measures. This provision has been offered free of charge to vulnerable families which has impacted positively on attendance.
To increase the number of children attending extra-curricular clubs.	Sports lead to track the attendance of all groups of all children. Monitoring progress of SEND, INA, PP children academically.	Narrowing of the gap between those children who attend and that of their peers academically has been proven by tracking data. As we monitor who attends it is inclusive across the school, all have the same opportunity. Clubs are all over subscribed with waiting lists. Clubs have become part of the school culture over the last few years.

<p>Train more children to become effective sports leaders and health champions at lunch times.</p>	<p>Trained, motivated and inspired young leaders empowering other young minds on the importance of being active and healthy.</p>	<p>We have the health champions that are looking at implementation of reducing screen time. The sports leaders are responsible for class registers, setting up lessons, tidying away equipment, being role models for behaviour and meeting school expectations and are ambassadors of sport.</p>
<p>Continue to target girls and their engagement in sporting activities.</p>	<p>Girls will collaboratively take positive action to support increased participation and enjoyment of physical activity and improved well-being, including self-esteem and body confidence.</p>	<p>Club data has shown an increase in the number of girls taking part in clubs. We now do girls only clubs targeting those girls as needed. We also allow time and space at lunchtime for girls only activities. We are also taking part in girl's competitions at Hathershaw. There is a girl in every class as a designated sports leader.</p>
<p>Targeted daily mile for all children</p>	<p>Better concentration in class, better quality of work. Increase in physical and mental wellbeing.</p>	<p>This has been timetabled for every class. It is a proven brain break for children and can increase their physical and mental wellbeing. It is in addition to our 2 hours taught physical exercise as a way of tackling obesity.</p>
<p>Increase how many children are meeting the national curriculum requirements for swimming and water safety in 2021/2022</p>	<p>An increase in the number of children meeting the NC requirements by the end of KS2.</p>	<p>Have increased access to swimming lessons, the lessons are an hour long. Have changed provider to ensure the best of best of provision for the children. PE led regularly monitors the provision and has given feedback to the provider to</p>

<p>To increase specialist coaching in both physical and health education.</p>	<p>All pupils will achieve their full potential and build relationships within and beyond their community.</p>	<p>improve outcomes for children. Can see the improved confidence in water as well as ability. We have less children not engaging with swimming and look forward to every lesson.</p> <p>The PE lead supports staff in lessons to deliver high quality lessons. We have spotlights which have increased the monitoring of PE teaching in school. An external provider teaches dance, gymnastics and swimming to ensure the lessons are of the highest quality. Our PE lead teaches the more advanced units of learning that still integrate the same transferrable skills which is taught across the curriculum.</p>
<p>Continue to promote active learning in and beyond the classrooms.</p>	<p>All classes will have an active learn book that promotes this. Heat map carried out in school.</p>	<p>Freddy fit comes in once a term. Teachers model the attitude to physical education through break and lunch times as well as lessons. After school and before school is engaged by staff to showcase a healthy mind set and attitude. This is regularly monitored through staff and pupil voice.</p>
<p>Continue to employ lunchtime mid-days and TA's to organise effective play activities for ALL children during the lunchtime period. This will also include utilising the sports leaders to</p>	<p>All children involved in 30 minutes of additional activities during lunchtimes.</p>	<p>Now children have a full 60 minutes of additional activities at lunch time through the implementation of OPAL play. We are seeing a rise in children accessing</p>

<p>run activities.</p> <p>Promote, walking, cycling and scooting to school.</p> <p>Raise the profile of our sporting events through our school twitter account and utilizing class Dojo.</p> <p>Continue to celebrate our sporting achievements in Friday's whole school assembly.</p> <p>Raise the profile of PE & Sports through the school.</p> <p>Teachers to implement the PE passport for their lessons to help support and aid learning and assessments of PE.</p> <p>Implement staff knowledge and skills in the planning, delivery and assessment of PE.</p> <p>Sports lead to raise awareness of the PE</p>	<p>Increase in the number of children walking cycling and scooting to and from school.</p> <p>Weekly events logged and celebrated.</p> <p>Girls and Boys to be proud of their achievements in PE, sport and health and also understand the importance of teamwork and resilience.</p> <p>Develop the staff and Sports lead in the school to fulfil the quality of lessons delivered throughout the key stage.</p> <p>Teachers deliver enjoyable, active and progressive high-quality lessons in line with the NC (national curriculum).</p> <p>Teachers deliver enjoyable active and high-quality PE lessons.</p> <p>Trained, motivated and inspired young</p>	<p>different play activities (role play, sporting, creativity etc). We are measuring this through pupil and staff voice.</p> <p>Monitored through travel tracker, rewards are given for improvements.</p> <p>This is ongoing through several social media platforms as well as our Class Dojo program.</p> <p>Weekly assemblies have continued. The OPAL activities are promoted fortnightly which has increased the number of children engaging in the different play activities.</p> <p>This is done through PE passport, spotlights, OPAL which has shown an improvement in the quality of PE lessons. Staff are more confident in delivering PE lessons. Staff are now seeing PE as an important subject.</p>
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<p>curriculum. Sports coach's to be used to upskill teachers and develop their knowledge, skills and understanding in the teaching of a particular area of PE.</p>	<p>leaders encouraging other young people about the importance of being active, also being ambassadors and setting the high standards to be role models. Upskill staff in the teaching of Cricket, Dance & Gymnastics</p>	
<p>To implement the Oldham Pledge throughout the school.</p>	<p>Children will grow into well rounded confident citizens who succeed as individuals and contribute to their community.</p>	<p>Year 5 have completed last year. Year 4 are accessing the program this year. Staff and pupil voice has been collected that shows a positive impact. It has opened opportunities for the wider curriculum and creating links in the community.</p>
<p>Ensure children are aware of the importance of a healthy lifestyle and diet.</p>	<p>Increased awareness and engagement in keeping with a healthy lifestyle endorsed throughout all the teaching staff.</p>	<p>Health champions and Freddy fit are used to promote healthy lifestyle. Health champions will start promoting this in assemblies and class worship. The PE curriculum (and the wider curriculum) is wide and varied and makes links to health.</p>
<p>Opportunity to provide Bikeability for children in years 4 & 5.</p>	<p>All children increase in confidence and safety on the roads, also receiving certificates.</p>	<p>We have a big uptake now as we have been able to source bikes to borrow. This has enabled us to offer the program to children from vulnerable families. This is going to be rolled out to younger students next year.</p>

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
<p>To maintain breakfast club running at full capacity.</p> <p>*Attendance being logged consistently through the Bookteq booking system.</p> <p>*To ensure the consistency of children attending every day in order to safeguard.</p> <p>*To continue with the provision and activities.</p> <p>*Look into more indoor activities to be made available when weather conditions mean they have to stay inside.</p>	<p>Breakfast club staff – they are leading the activity.</p> <p>Kitchen staff – preparing food.</p> <p>Parents – more consistent support with childcare, vulnerable families prioritized.</p> <p>Children – engaging with school and being ready to learn at the start of the school day. Homework opportunities provided with trained staff.</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><i>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</i></p>	<p>Key indicator 2 40% of the total spend for Sports Premium 23/24</p>

<p>To ensure all pupils have access to PE lessons of the highest quality. *By monitoring and continuing with spotlights. *Continuing staff CPD and coaching sessions with PE lead. * Continual investment into PE passport for structured lessons plans.</p> <p>To introduce OPAL activities into break times. *Re arrange timetables with Deputy head to allow all children to enjoy break time together. *Roll out Opal Activities, Scooters, Art trolley etc periodically to allow a smooth</p>	<p>All teaching staff - they are delivering the lessons to the children.</p> <p>Children – They are able to understand the transferable skills between each sport.</p> <p>Also, they are able to be excited and apply their skills in afterschool clubs and competitions.</p> <p>Children – allowing them to be able to engage and play with siblings and children from other year groups.</p> <p>Also allows them to access all the different play types our school has to offer.</p>	<p>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</p>	<p>All Children having the opportunity to improve / progress due to the high level of teacher knowledge and skills in the area being taught.</p> <p>Children allowed and encouraged to manage their own risks and learn through play utilising all 16 different play type.</p>	<p>Key indicator 1 and 3 <i>30% of the total spend for Sports Premium 23/24</i></p>
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<p>transition. *Regularly meet with the Opal team to ensure all aspects first Aid / Safeguarding etc are all kept to the highest standard.</p> <p>To develop OPAL so that children have access to all 16 different types of play.</p> <p>*Re-visit risk assessments to adapt / change where possible to highlight when new activities can be released.</p> <p>* Fortnightly assemblies to be held and discussed with children to allow gaps in their play to be addressed.</p> <p>* Meet with Opal Play team to implement new areas in order to</p>	<p>Parents- this will allow them to see a more creative side to their child, better resilience and also better relationships with siblings and older or younger children creating better understanding of empathy, compassion etc.</p> <p>Teachers – this will create more time on their timetables allowing to reduce workload balance.</p> <p>Improved creative writing due to the fact children are encouraged through play to be more imaginative as they are submerged into role play games etc.</p>		<p>Children being in charge of their own play and lunchtime and playtime being treated as a subject as this collectively adds up to 20% of a child’s time in primary education.</p> <p>It also allows for further work on health and fitness which also allows for reduction of mental health issues.</p>	
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<p>fulfill all 16 play areas</p> <p>The after-school curriculum to become inclusive to a wider community. *Secure funding in order to bring in new coaches. *Secure funding for a booking system to be implemented within the school allowing the school to be used at times when unoccupied. *Start child and parent's classes to secure positive links between school and local community.</p> <p>To continue to link with local school creating a network for sporting competitions. *Meetings with the local school to</p>	<p>Children – this will allow children to make friends with other children for other schools via healthy competitive sports.</p> <p>Parents – as they will be encouraged to come and support and see their child thrive.</p> <p>Parents – As we are opening up more opportunities that allow parents and children to learn and embrace other skills</p>	<p>Key Indicator 5: Increased participation in competitive sport.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Making it more accessible for those vulnerable families</p> <p>Allowing children who may struggle with travel / money etc.</p> <p>This makes it possible for children to perhaps play against friends or even siblings who may</p>	<p>Key indicator 5 and 4 <i>30% of the total spend for Sports Premium 23/24</i></p>
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<p>implement a timetable of completions through the year.</p> <ul style="list-style-type: none"> * Join the championship & Premiership football league for the local area. *Create talks with our Academy trust to create an intra school tournament. *Make more links with local clubs to offer more to our children. 	<p>together.</p> <p>Children – this is due to the fact that children and parents are provided with quality sessions developed by professionals in the safe surroundings / comfort of their school.</p> <p>PE lead / Staff – as this will allow them to utilise the professionals to develop their skills (CPD)</p>		<p>go to another local school.</p> <p>This also help with transition to high school due the fact we will host at local High Schools that the children will most likely attend</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

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?	%14	<p>This year we have provided 6 hours of swimming throughout the year groups in year 4 and year 6 in order to give the best chances of improving our children achieving their 25m distance.</p> <p>We also do struggle to provide any more coaching as this does impact learning in school and also the majority of our students are all none swimmers and simply we are doing our best to get children to just overcome their fears of the water.</p>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	%0	<p>Unfortunately, as the majority of our children are none swimmers ,we struggle to get our children to learn and overcome their fears of the water that even with an hour of swimming each week this is unfortunately not enough time to allow the children to learn a range of strokes.</p> <p>However, we are in continual talks with parents and local services to come up with ways we can offer more swimming opportunities for families and children.</p>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>%0</p>	<p>Unfortunately, even though our data indicates 0% we have made changes to our provider who use an application that allows them to provide more accurate data, so we will see this percentage increase by the end of the year.</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</p>	<p>We have looked and identified this and are continually promoting through social media and internal applications such as class Dojo which we post things like swimming clubs in school holidays etc.</p> <p>We have also secured free swim passes for those children, allowing children and families to go and swim for free.</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>No</p>	<p>This is due to the fact that we pay into a service with qualified teachers.</p> <p>We do however send staff with the children and even allow staff to enter the water to best assist the children. Also having the teacher there gives them some CPD on things such as teaching points etc. when assisting the coach on the poolside.</p>

Signed off by:

Head Teacher:	<i>Jennifer Seabright</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Simon Clarke PE Lead</i>
Governor:	<i>Peter Widall Chair of Governors</i>
Date:	08.12.23