



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
The setting up of 'Sports Leaders' to lead active lunchtimes and support with sports across the school	Huge! Lunchtimes are now significantly more active and led by pupils with oversight from adults. Pupils running activities are incredibly empowered and younger pupils look up to them and want to be like them. The next year group is already asking when they can take over the role. Sports Leaders support in choosing equipment to purchase as well as taking responsibility for keeping stock tidy and safe in the cupboards.	Contained within 'Impact' section
Purchase of Complete PE scheme of learning	Anecdotally, the impact is positive. Teachers appreciate the planning completed for them and in one place. Previously, teachers may have been using a mix of 3 or 4 different schemes. Certain topics have been particularly praised e.g. circuits in Y5 and Y6 as the resourcing of the activities was fantastic.	Contained within 'Impact' section
CPD provision from Premier Education	Mixed. Staff earlier in their teaching careers gained greater benefit than staff who were more experienced.	Contained within 'Impact' section
Release time for PE lead to gain Level 5 and Level 6 leadership qualification	Level 5 achieved and awaiting final activity completion before submitting for Level 6. Impact overall was positive as PE lead took ideas from the course and embedded them into last year's planning.	Contained within 'Impact' section

Offer a broader range of clubs and activities	Limited. We were able to offer a similar number and range of clubs as the previous year. Unfortunately, the dance workshop was cancelled twice during the year as was the drama workshop – both by the organisers.	Contained within 'Impact' section
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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 indicators to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
<p>ACTION A - Map the school grounds and create an orienteering resource www.enricheducationuk.com</p>	<p>Pupils – they will learn how to orienteer which fits with the OAA part of the national curriculum. Pupils – courses can be used to support other curriculum areas. Pupils – increased physical activity.</p> <p>Staff – opportunity for CPD. Staff – opportunity for more outdoor learning</p>	<p>1, 2, 3, 4 and 5</p>	<p>Once the course is installed, it will be available for use over a period of many years. It will provide a wider range of activity that we can offer to our pupils. The course comes with 10 additional moveable markers allowing for the creation of an infinite number of 'new' courses in addition to the 15 permanent markers.</p>	<p>£2400 +VAT for the entire package: 15 permanent markers 10 moveable QR code markers 10 phonics markers Staff CPD Installation Subscription to cross-curricular activities for all subjects</p>
<p>ACTION B - Track levels of activity via purchase of MOKI fitness bands</p>	<p>Pupils – they will become aware of their own level of activity throughout the day and whether they are doing enough</p> <p>Staff – the bands provide quantitative data for use in evidencing Key Indicator 2</p>	<p>2 and 3</p>	<p>The bands can be used across the entire school to support more pupils engaging in regular physical activity. The only ongoing purchases are replacement batteries (standard flat round ones) every 6 months approximately and the straps that hold the tracker as they are rubber and the straps can tear.</p>	<p>£760 +VAT and shipping (Replacement straps currently cost £2 per strap whether small or large size. Batteries cost about 50p each.)</p>

<p>ACTION C - Provide CPD for staff – via Complete PE videos and feedback following subject leader monitoring</p>	<p>Staff – increased knowledge and understanding of how to teach certain curriculum skills.</p> <p>Staff – increased ideas for learning activities to keep PE fun and engaging for all.</p> <p>Staff – increased knowledge of how to support greater depth learner and lower attaining learners</p>	<p>1 and 4</p>	<p>Staff will have increased knowledge and understanding in an area they deemed a weakness.</p> <p>Lessons in this area should then be of higher quality and pupil outcomes should increase.</p>	<p>No additional cost as this is included in our annual membership to Complete PE (£175+VAT)</p> <p>Supply teacher costs for subject leader to be released from class to conduct monitoring (£500)</p>
<p>ACTION D - Purchase additional sports equipment to enrich curriculum, lunchtimes/breaktimes and sports ‘environment’ for children to compete in (items include, but are not limited to - football goals, netball posts, tactics whiteboards, balls, corner flag poles, line marking equipment, mat trolley, athletics equipment, sports day equipment, racquet equipment, sports leader uniform and equipment)</p>	<p>Pupils – more/better equipment facilitates more active lessons/breaks and higher quality outcomes.</p> <p>Pupils – increased enjoyment.</p> <p>Staff – better quality lessons as more/better equipment raises pupil outcomes.</p>	<p>2 and 3</p>	<p>Equipment should last for several years as the goals are made of hard-wearing plastic (nets may need replacing after a few years). Posts for netball are made of sturdy metal, so will also last a long time.</p> <p>More equipment means more pupils can practice their skills at the same time, leading to improved pupil outcomes.</p> <p>The equipment can also be used to facilitate more active lunchtimes, helping pupils attain the target of 60 active minutes per day.</p>	<p>Total cost of items - £4500</p>
<p>ACTION E - Offer a broader range of activities to children – to be achieved mainly via Premier Education sports clubs and through participation at non-competitive activities run by CCC sports partnership</p>	<p>Pupils – increased awareness of sports activities available</p> <p>Pupils – increased likelihood of pupils finding an activity they enjoy and becoming more active</p>	<p>2, 3, 4 and 5</p>	<p>Pupils will have the opportunity to be more physically active and by making them aware of other sporting opportunities, they may find a sport that they connect with and continue to play regularly.</p>	<p>Premier Education sports coaches running clubs - £4750</p> <p>Cost of buses to transport pupils to and from events (including sea swimming) - £750</p> <p>Local clubs and visitors running taster workshops</p>

				(for example: cricket, hockey, taekwondo) - free Swimming enrichment opportunities – including sea swimming (beyond core curriculum offer) - £1000
ACTION F - Increase participation in competitive sport – mainly through participation in CCC sports partnership events	Pupils – greater number of pupils being exposed to competitive sports	5	More pupils will be engaged in competitive sport. Hopefully, a lifelong love of a certain sport will be achieved, and pupils will continue to play that sport into adulthood, maintaining a healthy and active lifestyle.	Cost of buses to transport pupils to and from events - £2000 Cost of new sports uniforms/kit for events to compete in - £600

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
ACTION A - Map the school grounds and create an orienteering resource www.enricheducationuk.com	N/A	<p>Orienteering resource has been ordered and paid for. However, due to the need for staff CPD before the resource is operational, the installation date has been deferred until February 2025 where an INSET day has been made available for staff training.</p> <p>We bought the enhanced resource package so that the orienteering courses can be used for any curriculum area. There are also QR code markers available, which allows staff to set their own bespoke course, providing longevity of interest in the resource.</p>
ACTION B - Track levels of activity via purchase of MOKI fitness bands	<p>High.</p> <p>Grades are given by MOKI based on a combination of 'moderate to vigorous' levels of activity and number of steps walked each day. This year was trialled by Year 5 and a significantly larger number of pupils were achieving the top rating of A or second-best rating of B after a few weeks of using the system. At its peak, 33% of girls were achieving the recommended 30 minutes of moderate to vigorous activity during the school day, compared to 13% just 2 months before. Boys ranged from 35% to 53% in the same 2-month period.</p>	<p>If nothing else, the MOKI bands have taught pupils the importance of physical activity on health and wellbeing. They next need to be used across more classes. One of the main benefits of the bands is that there is no digital display, meaning pupils can only access the data when they scan the band on the reader every few days. I think this stops pupils becoming overly focused on the data and allows them to just be themselves.</p>
ACTION C - Provide CPD for staff – via Complete PE videos and subject leader feedback	Anecdotal.	<p>All staff have reported increased confidence and enjoyment in teaching PE since moving to Complete PE scheme of learning. Subject leader feedback is positive, specifically in relation to quality of teaching, from monitoring visits.</p> <p>Although pupil voice indicates that, broadly, children enjoy PE lessons, more work needs to be done to better understand their insights and thoughts into teaching of specific units of work. A conferencing schedule has been established in preparation for next academic year to account for this.</p>
ACTION D - Purchase additional sports equipment – curriculum and lunchtimes	High.	<p>Additional equipment, particularly at lunchtimes, has had a positive impact on pupils' levels of activity. The additional goals have been placed on the second playground, allowing pupils in years 3 and 4 the opportunity to play football all year round.</p>

		<p>Pupils in years 5 and 6 have also had the opportunity to play football all year round on the field.</p> <p>The additional netball posts have allowed more pupils the opportunity to practice shooting skills both during lessons and at lunchtimes.</p> <p>Crucially, more space has been created on the main playground. As a result of this it has enabled more equipment to be used and more space to be utilized enabling most children to move more freely and therefore be more active.</p>
ACTION E - Offer a broader range of activities to children – to be achieved via Premier Education sports clubs and through participation at non-competitive activities run by CCC sports partnership	Positive	<p>We have been able to participate in non-competitive events run by CCC this year. However, these have been KS2 events only (there is currently no provision for KS1 non-competitive events).</p> <p>In terms of activities offered to pupils, we have been able to offer events, clubs or tasters in the following sports: football, netball, tag-rugby, gymnastics, multi-sports, dodgeball, dance, athletics, ball skills, cricket, taekwondo, quidditch and cheerleading.</p>
ACTION F - Increase participation in competitive sport – through participation in CCC sports partnership events	Less participation than last year.	<p>Again, we signed up for Quad Kids (athletics), the football league and the cross-country events, but due to the departure of the member of staff leading netball, we did not enter the netball league.</p> <p>There were slightly less events on offer this year due to a new person leading the sports provision for primaries at CCC (This is the 4th different person in the past 3 academic years.)</p>

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?	88%	<p>We have been fortunate with this cohort that many pupils have had swimming lessons privately in addition to the swimming provided during year 4 at Duchy. This has led to a high percentage being able to competently, confidently and proficiently swim 25m.</p> <p>These private lessons have been invaluable as we are a rural school with a 30-minute drive to our nearest public pool.</p>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	76%	<p>Most of our pupils can use a range of strokes effectively.</p> <p>However, some of our swimmers that can reach 25m can only do so in one stroke, with their other strokes being less developed and thus, not deemed 'effective'.</p>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>96%</p>	<p>Most of our non-swimmers focused on being water confident in lessons, so although they are not proficient in a range of strokes, they are able to float, huddle together, shout for help etc., demonstrating good self-rescue skills, which has helped to push this percentage to a high level.</p>
<p>If your school's 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>Unknown</p>	<p>We do not know whether our data is above, at or below national expectation as we have never been able to find national data for end of key stage 2 swimming.</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</p>	<p>CPD has been made available to staff through our subscription to the Complete P.E. scheme of learning, which provides online CPD videos.</p>

Signed off by:

Head Teacher:	Simon Roberts
Subject Leader or the individual responsible for the Primary PE and sport premium:	Phil Edwards
Governor:	Molly Southwood
Date:	26/07/2024