

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
<ul style="list-style-type: none"> We have replenished playground equipment by asking pupil's what they would like. A rota has been created for equipment and pitches and is regularly inspected and updated. We have continued our membership with the SSPAN, Inspire Together, had cricket coaching from LCCC, football coaching. Sporting achievements are shared in assembly, via the newsletter and external opportunities are shared via flyers/letters with parents. We have continued to use real PE for teacher led lessons and had a trainer from real PE in to deliver model lessons. Teachers observe and support our sports coach in her lessons to improve their subject knowledge. We are using the 'Get Set 4 PE' scheme and the lessons led by our coach We pay for external clubs such as 'skipping Henry' and have used some of the premium to support SEND pupils to attend the HAF clubs. We take part in a variety of competitions run by the SSPAN 	<p>Each class has been timetabled to use the trim trail, play basketball and football so that there is a fair usage. This has helped behaviour during playtimes as there are less children playing one sport or in one area. The children report that they enjoy playing with the equipment.</p> <p>Cricket coaches highlighted several children with exceptional talent and have encouraged the children to consider training with the cricket club.</p> <p>Parents and staff have utilised free opportunities passed on by the school from third parties such as cheaper tickets to see LCCC.</p> <p>The girls who took part in the 'Mini Whispas' intervention through the SSPAN, reported greater enjoyment and confidence at the end of their sessions.</p> <p>Many staff have reported that they find the real PE platform easy to use and to follow when teaching PE.</p> <p>There is now consistency in the PE lessons taught by the class teachers.</p> <p>There is now a much clearer progression in PE lessons, within a lesson, unit and across year groups. We now teach a wider variety</p>	<p>Throughout the year, equipment has been diminishing. Due to this, we have now ordered lockable containers to store the outdoor playground equipment.</p> <p>Parents are able to see the school PE kit on the noticeboard in the office area however, more needs to be done to develop the board and share our schools' successes so parents are aware of the provision on offer for their children.</p> <p>The children have asked for cricket and football coaching to continue.</p> <p>Some staff said it was useful to watch model lessons, however, the staff who were more experienced with real PE said that were already confident with their understanding and delivery.</p> <p>More support needs to be put in place to encourage active playtimes and to make this sustainable for when coaches are no longer supporting playtimes.</p> <p>An even broader variety of sports could be offered to give children access to a wider variety of activities and encourage engagement.</p>

	<p>of sports and have tried to align these with the competition calendar. This has enabled our children to take part in a larger variety of sports during their time in KS2 and partake in more opportunities, which in turn prepares them for PE at upper school.</p> <p>Students are using what they have learnt with Henry in the playground, with more children skipping during breaktime and lunchtime leading to more activity and better behaviour.</p> <p>The children have reported having a positive experience when taking part in the competitions and festivals run by 'Inspire Together'. They have had the opportunity to achieve personal success, inspiring further participation and raising aspiration.</p> <p>Our children were successful in a variety of sporting opportunities, including:</p> <ul style="list-style-type: none"> - Qualifying to the county finals of the Leicestershire Basketball League. - Qualifying for Year 3 and 4 from the Saffron Lane Athletics Competition for East Leicester to the city wide 'Quad Kids' Athletics Competition. - We also had many medals at Saffron Lane, including two golds, three silvers and one bronze. <p>We have achieved a gold award for the School Games Mark showing our participation and inclusivity in competitive sport.</p>	<p>More opportunities could be provided for pupils with SEND or who are pupil premium to encourage engagement from ALL pupils.</p>
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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 indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
Train Y5 playground leaders to help monitor equipment and lead games during play times.	<i>Eight Year 5 pupils and one teaching assistant to lead the training, support and supervise the leaders. Year 3 and 4 pupils as they will take part in the activities led by the playground leaders.</i>	<i>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.</i>	<i>The Y5 playground leaders have received training and have since led games on the Y3/4 playground for 4/5 lunch times a week from Spring 1 after. More pupils are meeting their daily physical activity goal and more pupils encouraged to take part in PE and Sport Activities due to this. The Year 5 pupils will be able to continue into the beginning of Year 6 whilst we train the new Year 5 pupils. The LTS have been trained on how to implement 'lunchtime energisers'.</i>	<i>This is part of our membership with INSPIRE TOGETHER (SSPAN) Trophies and awards for sports day and internal football competitions £52.23</i>
Employ coaches to lead activities at lunch times so all children have the opportunity to take part in structured activity for the majority of their lunch break.	<i>Primary Sports Education (PSE) coaches and Kathryn Ward (KW) from KEW sports coaching - as they will lead the activities</i>	<i>Key indicator 2 - The engagement of all pupils in regular physical activity</i>	<i>During Autumn 1 and 2, we employed coaches from PSE to lead playground games at lunch time on Monday, Wednesdays and Thursdays. On Tuesday and Friday, KW has lead</i>	<i>£1510 to PSE for coaching and lunch sessions. £7525 to KW for coaching and lunch sessions TBC.</i>

<p>Continue to regularly check equipment and rotas to ensure safety and fair usage.</p> <p>Hire equipment from the SSPAN for use in school, such as quidditch, to widen our children's opportunities.</p>	<p><i>GM Services – check the equipment, premises officer – repair the equipment, PE lead – order new equipment and review rotas.</i></p> <p><i>PE lead to organise collection, delivery and timetabling, teachers and sports coaches to deliver the sessions, pupils for participation.</i></p>	<p><i>Key indicator 2 - The engagement of all pupils in regular physical activity</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p><i>playground games all year. Both coaches alternated between Y3/4 and 5/6 playgrounds. More pupils are meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities. Children have been learning how to use the equipment safely and different games and activities they can play using it.</i></p> <p><i>If equipment is safe to use, well stocked and organized it will be utilized well so that more pupils meet their daily physical activity goal. More equipment will be invested in and repairs will be made to aid sustainability. Pupil voice will be used to inform rotas.</i></p> <p><i>Children in all year groups have had the opportunity to take part in physical activity via a sport or means they would not otherwise do such as</i></p>	<p><i>£270 paid to SSPAN for hire of archery, quidditch, fencing and smoothie bike.</i></p>
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<p>To post on social media or via similar means to celebrate the achievements of Physical Education, Physical Activity and School Sport at Bridge with our families.</p>	<p><i>PE lead and adults attending sporting events to post on WEDUC when up and running.</i></p>	<p><i>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</i></p>	<p><i>fencing or quidditch. Pupil feedback has been positive and they have enjoyed the opportunities.</i></p> <p><i>Parents and carers have a better awareness of sports participation in and out of school. Parents 'like' the PE posts, showing engagement and pupil voice is shared to encourage participation and interest from other pupils.</i></p>	<p><i>Cost of busses to attend competitions: £1860.</i></p>
<p>Complete whole school data tracker to show gaps in PE provision and ensure more children from disadvantaged groups have the opportunity to take part in extra-curricular physical activities through clubs and sporting events.</p>	<p><i>PE lead and admin support to input participation. Adults who run clubs at lunchtime to keep track of registers and pass these on to be inputted.</i></p>	<p><i>Key indicator 5: Increased participation in competitive sport. and Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p><i>Children who are SEND and/or pupil premium have had opportunities to go to clubs and competitions. 15 children with SEND attended a Leicester Tigers rugby festival and had extra rugby sessions with a coach prior to attending. 7 children with SEND attended a curling competition and 7 of the children who attended the welcome back to school games events have SEND. 30/63 PP children and 234/354 pupils have attended external inter-school competitions and</i></p>	

<p>To develop a school football team for both the girls and boys, enabling us to take part in local tournaments.</p>	<p><i>PSE coach to lead training and take children to the tournaments with one member of school staff. (Autumn) PE lead and other staff support in Spring/Summer.</i></p>	<p><i>Key indicator 5: Increased participation in competitive sport.</i></p>	<p><i>all have attended intra-school competitions such as within PE lessons, lunch times and Sports Day. See club and competition participation spreadsheets for more information.</i></p> <p><i>An UKS2 girls and boys football team took part in the East Leicester Division 2 primary league. The boys made it through to the finals out of 31 teams and came 5th overall on finals day. The girls came 4th in their group and so did not make it through to the finals. The teams received weekly training in the autumn term and then the boys had two additional sessions to prepare for the finals.</i></p>	<p><i>£35.76 spent on shinpads and goalkeeper gloves for the football team.</i></p>
<p>Continue to highlight underrepresented groups such as SEND and PP and offer interventions and opportunities to reengage them in sport.</p>	<p><i>Adults to support highlighted SEND and PP pupils to attend INSPIRE events from the SSPAN and to take part in intervention groups – SEMH group with KW, Me in Mind (SEMH) and Energise (less active/confident)</i></p>	<p><i>Key indicator 2 - The engagement of all pupils in regular physical activity</i></p>	<p><i>Highlighted SEND and PP pupils attended INSPIRE events from the SSPAN (see above) and took part in intervention groups. The 'Me in Mind' intervention group supported 14 children to understand their emotions and learn how to respond to them effectively with the support of a</i></p>	

<p>Continue to update the PE display so all visitors, families and children can see our schools sporting achievements and activities.</p> <p>To increase family engagement in sports by inviting more parents to sporting events.</p> <p>New staff who will be supporting swimming to be identified each year and complete the appropriate training. Staff who have already completed training</p>	<p><i>PE lead to update the display.</i></p> <p><i>PE lead, SLT and admin support staff to help invite parents to events in school time.</i></p> <p><i>PE lead, Spence Street Swimming Pool Staff. Support staff to attend swimming.</i></p>	<p><i>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</i></p> <p><i>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</i></p> <p><i>Key indicator 2 - The engagement of all pupils in regular physical activity</i></p>	<p><i>trained coach. At the end of the 10 week intervention, 65% of children reported feeling happy and confident and 91% pupils said they felt more comfortable sharing their thoughts and feelings and had now developed coping strategies. KW has also had targeted interventions for children with SEND throughout the year. Teachers have noticed that some of these children have markedly developed their gross motor skills.</i></p> <p><i>Parents and carers have an increased awareness of PE uniform, sports participation, clubs and opportunities in and out of school. However, more of this information is now being shared via Weduc instead. Further reminders are needed about jewelry.</i></p> <p><i>All school staff have received the necessary training to support swimming. In the future, we would like to target pupils who did not achieve</i></p>	<p><i>Pool hire and swimming instructor costs are taken out of the whole school budget rather than PE and sports Premium.</i></p>
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<p>to update it every three years.</p> <p>Headteacher, governor and PE lead to carry out check of the swimming pool and qualifications to ensure the safety of all pupils.</p> <p>Continue to monitor the delivery and content of the scheme of work in place for PE and refine as necessary.</p>	<p><i>All staff attending swimming to have relevant wet and dry tests and given RAs as necessary. PE lead to organise this.</i></p> <p><i>PE lead to visit lessons and monitor PE curriculum. Sports coach to deliver one of the two PE lessons per year group.</i></p>	<p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i></p> <p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i></p>	<p><i>the NC requirements for swimming when they were in Year 4 and provide top up swimming sessions. All pool staff have relevant and up-to-date training and the premises are safe and fit for purpose. The acting head and PE lead attended the pool and have carried out the necessary safety checks (14.9.23) and the staff governor has attended also and has completed the necessary H&S paperwork to check compliance.</i></p> <p><i>A wide variety of sports are being taught and lessons are well sequenced and progressive. However, further consideration needs to be given to the order of some sports due to the complexity of skill. Many teachers observe the coach to improve their own practice and will support the children within the coach's sessions. Teachers have consistency in their delivery and content for their taught PE lessons. However, many still need to consider how to adapt PE planning based on the</i></p>	<p><i>£695 real PE curriculum subscription</i></p> <p><i>£3330 Leicester outdoor Pursuit Centre.</i></p>
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<p>Organise outdoor and adventurous activities such as archery, climbing and orienteering to take place in and outside of the curriculum so that children are given the opportunity to experience a wide range of sports.</p>	<p><i>PE lead and relevant year group staff involved in planning of extra-curricular opportunities. PE lead to incorporate OAA in the PE curriculum.</i></p>	<p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p><i>ability and understanding of their class.</i></p> <p><i>Year 4 have OAA as part of their PE curriculum. Year 6 have visited the 'Outdoor Pursuits Centre' and took part in outdoor and adventurous activities at the beginning of the academic year.</i></p>	<p><i>£600 to the Core Dance Company (dance coach)</i></p> <p><i>Cost of Skipping Henry for skipping club: £855</i></p>
<p>Make links with more local sports clubs and providers.</p>	<p><i>PE lead to organise visits from external providers and sports clubs to support the PE curriculum and extra-curricular opportunities.</i></p>	<p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p><i>Year 3 have had a professional dance teacher in summer 2, Year 4 and 5 have had cricket coaching from LCCC in spring 1, Year 5 have had badminton with a professional badminton coach Greg Howes in summer 1, Year 5 and 6 have had sessions with Leicester Tigers RFC in Summer 2. Skipping Henry has run a club for Year 3, 4 and 5 this year.</i></p>	<p><i>Cost of Badminton Coach: £240.</i></p>
<p>Identify children with exceptional talent and signpost them to local sports clubs.</p>	<p><i>External coaches to highlight pupils. PE lead to liaise between sports teams and parents/carers of pupils.</i></p>	<p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p><i>A child who has been highlighted as excelling in cricket has been signposted to a local free club.</i></p>	<p><i>£469.50 allocated to sports tops for pupils.</i></p>
<p>Order a school sports kit so that children look and feel part of a school team when</p>	<p><i>PE lead to order kit.</i></p>	<p><i>Key indicator 3: The profile of PE and sport is raised across the school as a</i></p>	<p><i>Children have reported enjoying wearing the kit. It</i></p>	

participating in external sports events.

tool for whole school improvement.

has also made it easier to identify them both for safety and to help differentiate teams in inter-school competitions.

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
<p>We took part in the local NHS initiative 'Move it Boom' to encourage all children to be more active in and out of school. Children recorded their activity on an online portal.</p>	<p>Children reported being more active due to the motivation of logging their activity and winning prizes.</p>	<p>We came 4th out of over 200 schools in Leicester and won prizes: football classes from Fox Soccer Academy and tickets to watch a netball match at Loughborough University.</p>
<p>We have taken part in a number of inter-school competitions throughout the academic year.</p> <p>We have offered a number of clubs based on</p>	<p>234/354 pupils have attended external inter-school competitions and all have attended intra-school competitions such as within PE lessons, lunch times and Sports Day. See club and competition participation spreadsheets for more information.</p> <p>We achieved the spirit of the games awards at the Y5/6 East Netball competition – our girls 'showed amazing teamwork and encouragement throughout'.</p> <p>The Year 6 boys football team made it through to the finals of Leicester City Division 2 out of 31 teams and came 5th overall on finals day.</p>	<p>The majority of our teachers report that they enjoying teaching PE and that they have the subject knowledge required. One said 'The real PE curriculum is a good, well-structured design platform' – this is what we used to inform our curriculum for our teacher taught sessions. Most teachers also state that their children make good progress in their lessons and that the children enjoy their outdoor games style sessions with our coach, Mrs Ward, as well as their 'real PE' skills based lessons. One teacher said PE is a 'great subject to teach and [real PE] is an easy programme to follow'. Many teachers also reported that the children enjoyed the variety of sports offered and</p>

<p>pupil voice presented by the school council.</p> <p>Year 5 playground leaders have been trained to help monitor equipment and lead games during play times.</p> <p>Coaches have supported children during lunchtimes to play structured games.</p> <p>Children have been exposed to a broader range of sports and activities both in the curriculum and as part of extra-curricular activities.</p> <p>We achieved gold in the School Games Mark again for 23/24. This was awarded due to our school:</p> <ul style="list-style-type: none"> - Ensuring at least 50% of our children are partaking in at least 30 active minutes - Planning targeted provision to increase activity levels in our least active pupils - Providing equal opportunities to our pupils regardless of gender - providing staff with ongoing CPD - adopting a physical literacy informed approach and providing positive experiences for our pupils to participate in sport 	<p>Clubs included skipping with Henry, football, basketball, netball, multi-skills, fencing, cricket and tennis.</p> <p>The Y5 playground leaders have led games on the Y3/4 playground for 4/5 lunch times a week from Spring 1 onwards, including organising a football tournament during National School Sports Week. They have also set up and led Y3/4 Sports Day. Children are beginning to apply the skills taught and play some of the games they been taught by the leaders and coaches.</p> <p>Pupil voice shows that the large majority of our children report enjoying PE and feel confident to take part in PE lessons. They also say they are proud of their work in PE. Many say they would choose to do PE even if they did not have to. Children also report that teachers tell them how to improve in the lesson and that they enjoy the many activities they are able to do.</p> <p>Most pupils say they feel safe in PE lessons, they work well with others and are making progress in their lessons.</p>	<p>the various external coaches that visited.</p>
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| <ul style="list-style-type: none">- engaging with parents about PE and sport- training and supporting our sports leaders to run sporting activities | | |
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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?	19%	<p><i>Pupils attend swimming in Year 4 and only 21% of our current Year 6 children report that they have been swimming regularly (at least once a month) since their sessions in Year 4, where they had weekly 30-minute sessions for a 12-week period.</i></p> <p><i>65% said they have been swimming on at least one occasion since their Year 4 lessons. Many had not swum at all prior to learning in Year 4.</i></p>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	25%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>15%</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>No</p>	<p>Due to lack of capacity, both internally and at our local pool, we have not been able to arrange this for this academic year but will look into it for further years.</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>Our swimming lessons (including water safety) are taught by swimming instructors at our local pool.</p>

Signed off by:

Head Teacher:	<i>Jason Williamson</i> 
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Elle Warren – PE Lead</i>
Governor:	<i>Lee Jowett – Chair of Governors</i>
Date:	11.7.24