



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 met 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"> Maintain commitment to active 30 using existing resources 	<ul style="list-style-type: none"> Year 5 Pupils trained as play leaders, able to lead other children in activities at lunch time. Children have access to a range of equipment on the playground including wooden and gym equipment at break and lunchtime. Wake and Shake delivered at the start of the day. Children arrive at lessons alert and ready to learn. 	
<ul style="list-style-type: none"> To improve the playing field's accessibility for PE lessons and all times in the school day (Off site provision.) 	<ul style="list-style-type: none"> The school field is used regularly for PE lessons, extra-curricular clubs and lunchtimes in Term 6. 	Allocate funding for ongoing provision necessary amenities on the field.
<ul style="list-style-type: none"> Achieve Active Mark accreditation. 	<ul style="list-style-type: none"> The profile of sport in school is higher than ever. Pupils can participate in a range of activities. The school achieved the Gold Active School Award for the second year running. 	Aim for Platinum – only achieved with 4 consecutive years of Gold!
<ul style="list-style-type: none"> To install new playground markings to enhance physical, social and emotional well-being of children – readiness to learn. 	<ul style="list-style-type: none"> Reduce conflict at playtimes. More productive playtimes. 	New markings not yet installed – focus for this year.

<ul style="list-style-type: none"> • Develop provision for outdoor learning to improve the children's readiness to learn in particular in the EYFS in relation to fine motor skills, vocabulary development and managing relationships. 	<ul style="list-style-type: none"> • Children engaging more with the outdoors, during a range of lessons. • Children's wellbeing improved as measured by Boxall Profile. 	<p>Going forward – secure forest school training for 3 members of staff.</p> <p>Develop nature area to ensure suitable for forest school.</p>
<ul style="list-style-type: none"> • To install a new orienteering course around the school site including nature area – enhancing physical, cognitive, social and emotional aspects of children's learning in PE. To extend on cross-curricular links for example Phonics. 	<ul style="list-style-type: none"> • Children learn to work together and problem solve effectively as part of a team. • Children develop resilience. • Children develop basic map skills which can be used later in life. • Strong cross-curricular links result in a more coherent learning experience for children, linking episodic and semantic memory. 	<p>Yearly membership costs to be budgeted for going forward.</p>
<ul style="list-style-type: none"> • To develop teachers' subject knowledge, skill base, understanding and ability to teach a variety of sports. Ensure staff are confident with the use of the PE assessment framework and planning for development within their PE lessons. • To ensure the PE lead is highly skilled and can mentor teachers; this will enable them to gain greater confidence in teaching all aspects of PE. • Develop teachers' ability to support children in meeting National Curriculum assessment criteria for PE. This includes developing children's understanding of how to measure their performance using accurate peer and self-assessment. 	<ul style="list-style-type: none"> • PE lead has produced schemes of work for additional sports. • PE lead has supported teachers with PE lessons and CPD resulting staff being more confident in a teaching a range of sports. (program delivered to year R-6, all 13 classes). • Key Skills documents written to support staff in showing the progression of PE through the different year groups and what pupils need to be achieving by the end of the academic year. • Teachers have evidence to show pupils' progression and deeper understanding of the subject - PE progression display. • Assessment in PE is more robust and accurate. 	<p>CPD to be delivered Orienteering Sept '23</p> <p>New staff – CPD and assessment for PE training.</p> <p>Questionnaire – staff early T2 to identify areas of strength and where support needed.</p>
<ul style="list-style-type: none"> • Cycle Ready programme – to provide pupils in Year R with the opportunity to learn how to ride a bike (life skill). 	<ul style="list-style-type: none"> • Cycle Circle program, teaches children in Year R how to ride a bike unaided. • 2022/2023 Children (Year R) 46 children took part, 28 could ride a bike unaided. Completed April 2023. 	<p>2023-2024 Balance, Cycle ready sessions and year 4 Level 1 sessions booked.</p>

<ul style="list-style-type: none"> • Bikeability programme – Year 4's Level 1. (2022-2023) • Extra-Curricular Clubs – A variety of different clubs to be offered to all year groups. • To extend the extra-curricular program further within the school, increasing links with external clubs. 	<ul style="list-style-type: none"> • Children can prepare themselves for a journey. • ABCD – check my bike is ready for the journey. • Start and stop correctly. • Cycle proficiently • 2022-2023: 31 children took part and passed Level 1 training. • Extend pupils' knowledge in different sports. • Increase their confidence and sport specific skills. • Opportunity for competition where possible. • Build strong community links with external clubs – increased opportunity for sport beyond the school gate. • More children accessing sports clubs. 	<p>Maintain links with community. Develop new ones where possible.</p>
<ul style="list-style-type: none"> • Increase the participation in both intra and inter schools sports competition for all children. 	<ul style="list-style-type: none"> • Children competed in 6 intra school competitions across the year plus sports day. • Children have visited other venues and experienced taking part in a competition as part of a team or individually. 	<p>Review Sports day – school too large for 1 day!</p>

Key priorities and Planning (2023-2024)

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>Maintain commitment to active 30.</p> <p>Actions:</p> <ul style="list-style-type: none"> Re-launch year 6 play leaders – this to be linked with Early Years and Year 1 following changes to lunchtime (3 sittings). Train staff to support year 6 leaders. Ensure resources are available for lunchtime activities. Maintain provision for access to school field, lessons, lunchtimes and extra-curricular clubs. Extend equipment for wooden play area. 	<p>All teachers, Learning support assistants and Midday meal supervisors – children are more settled and ready for learning, better behaviour.</p> <p>Pupils – as they will take part.</p>	<p>Key indicator 1: The engagement of all 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</p>	<p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</p> <p>Explorative play for Early Years.</p>	<p>£99 Primary Leaders License.</p> <p>£3445 Get set, Go! Blocks – The Mendips Set.</p>
<p>Improve children's readiness to learn, particularly in the Early years, in relation to fine motor skills, vocabulary development and managing relationships.</p> <p>Actions:</p> <ul style="list-style-type: none"> 3 staff to be trained to deliver forest school, in our setting. Write all policies to enable set-up of forest school. Footpaths to be diverted – Nature area to be fenced off properly. Set-up forest school sessions for Early years and school. 	<p>Forest School Leader and pupils participating.</p> <p>Nature area – no access to general public, clean safe environment for use.</p>	<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Children more engaged in their learning including those hard to engage pupils.</p>	<p>£875 x 3 people = £2,625.00</p> <p>Estimated footpath moving cost £2,500.00.</p> <p>PE Lead time – 38 hours £1530.64</p>

<p>Maintain the high profile of sport across the school.</p> <p>Actions:</p> <ul style="list-style-type: none"> To install new playground markings to enhance physical, social and emotional well-being of children – readiness to learn. Staff training – new orienteering course. Renewal of orienteering membership with Enrich Education. 	<p>The children who participate in the sport.</p> <p>The staff and children as they can access the resources.</p>	<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Children more engaged in their learning including those hard to engage pupils.</p>	<p>Playground markings TBC</p> <p>Enrich Education renewal June 2024 - £700.00</p> <p>Training - £500.00</p> <p>09/2023.</p>
<p>Ensure high quality delivery of an engaging PE curriculum.</p> <p>Actions:</p> <ul style="list-style-type: none"> Continue to use PE Lead to deliver CPD for 6 weeks to all members of teaching staff. PE lead to monitor teachers strengths and areas for improvement, then support and plan for delivery of PE. Write additional schemes of work where required. Review whole school long term plan to ensure the sports being taught are appropriate to our school and relevant to our pupils. Ensure progression of skills across the curriculum and year groups from Early years -Year 6. 	<p>All teachers and teaching assistants.</p>	<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school.</p>	<p>13 x 5hours CPD =£2,618.20</p> <p>13 x 1hour monitoring = £523.64</p> <p>2 x PE leadership time = £80.56</p>
<p>Maintain the broad range of sports clubs to include Netball, athletics, cricket and rounders and maintain a broad experience of sport for all pupils.</p> <p>Actions:</p> <ul style="list-style-type: none"> Continue to offer Early years – Balance and Cycle ready sessions. Consider purchasing more balance bikes for Early years and Year 1. 	<p>All children, however, children from certain groups will be targeted.</p> <p>Children – shows them the different career opportunities sport can hold, develops sportsmanship.</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Children from certain group participate more in after school PE Clubs and school competitions.</p>	<p>Balance Ready session £165 x 2 =£330.00</p> <p>Cycle ready session 2 @ £330.00 =£660.00 (2022-2023)</p> <p>Partial Funding –</p>

<ul style="list-style-type: none"> Continue to offer year 4 level 1 Bikeability. To encourage more staff to run a variety of sports clubs in school. Promote sports clubs, especially for pupils who do not always participate, consider direct invitations where needed. Consider attending professional fixture. 				<p>Children pay £10 contribution. £330.00 x 2 instructors per day.</p> <p>6 Strider bikes package = £549.00</p> <p>PE Leader time: 4 hours. £161.12</p> <p>Professional Fixture – TBC</p>
<p>Ensure access to a range of competitive sport at different levels enabling all pupils to take part in inter-school, intra-school and federation competitions and fixtures.</p> <p>Actions:</p> <ul style="list-style-type: none"> Meet Sports Development Officer regularly. Sign up for relevant competitions and provide coaching for the children in that sport. Invite federation schools to a competition. Attend other fixtures, not just those hosted by the Sports Development officer. Continue to take targeted groups to competition. 	Children from Year 1 - 6	Key indicator 5: Increased participation in competitive sport.	Children experience competition situations within the school, Federation and against other local schools	<p>PE leadership time = £2,577.92</p> <p>Sportshall Athletics competition - £30.00/comp x3 =£90.00</p>

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
Maintain Commitment to Active 30.	<ul style="list-style-type: none"> Pupils undertake at least 30 minutes of physical activity a day in school. Year 5 Pupils trained as play leaders, able to lead other children in activities at lunch time. Children have access to a range of equipment on the playground including wooden and gym equipment at break and lunchtime. Wake and Shake delivered at the start of the day. Children arrive at lessons alert and ready to learn. 	<ul style="list-style-type: none"> With change in Headteacher, looking to introduce OPAL play at play and lunchtimes, ensuring that play is more engaging. This will include training staff in Play Work and Dynamic Risk Assessment and also training children to become Play Rangers. Need to ensure that there is enough equipment. Wake and Shake to change as school day will be earlier as from September.
<ul style="list-style-type: none"> To improve the playing field's accessibility for PE lessons and all times in the school day (Off site provision.) 	<ul style="list-style-type: none"> The school field is used regularly for PE lessons, extra-curricular clubs. 	<p>Allocate funding for ongoing provision necessary amenities on the field.</p> <p>Look into the 'footpath' at the rear of Forest School to ascertain whether we are able to join the field to Forest School to make access for the children safer.</p>
<ul style="list-style-type: none"> Achieve Active Mark accreditation. 	<ul style="list-style-type: none"> The profile of sport in school is higher than ever. Pupils can participate in a range of activities. The school achieved the Gold Active School Award for the second year running. 	<p>Aim for Platinum – only achieved with 4 consecutive years of Gold!</p>
<ul style="list-style-type: none"> To install new playground markings to enhance physical, social and emotional well-being of children – readiness to learn. 	<ul style="list-style-type: none"> Conflict on the playground has reduced due to the decreased number of children on the playground at a given time. Less accidents! Playground divided into areas – with new equipment provided, children more engaged in activities that are available. 	<ul style="list-style-type: none"> New markings not yet installed – Lunchtime got split into 3 sittings to try and reduce conflict and the playground divided into areas of play. New Headteacher joined school at Easter – new focus to introduce OPAL into the School. School is signed-up and ready for our initial

	<ul style="list-style-type: none"> • Playground assemblies introduced to try and give more ownership to the children so that they look after equipment better. 	<ul style="list-style-type: none"> • audit in September 2024. • Regular playground assemblies to take place from September. • Playground to be divided into areas, introduction of new green space on playground. • Introduction of 'natural' space within school perimeter at the back of the school, meaning a bigger play space. • Return to 2 lunch sittings whilst ensuring accidents remain low and behavior incidents do not increase.
<p>Improve children's readiness to learn, particularly in the EYFS, in relation to fine motor skills, vocabulary development and managing relationships.</p> <ul style="list-style-type: none"> • 3 staff to be trained to deliver forest school, in our setting. • Write all policies to enable set-up of forest school. • Footpaths to be diverted – Nature area to be fenced off properly. • Set-up forest school sessions for Early years and school. 	<ul style="list-style-type: none"> • Only one member of staff trained so far. Forest School Leader trained and ready to teach Forest School and OPAL as main role next year. • Forest School set-up with all year groups accessing these sessions. • Year R have regular sessions each week – children go up in small groups to enable greatest gain. • Once footpaths moved – Forest school will become more accessible. • Nurture club – run with Forest School focus, ensuring children are building confidence, self-esteem, monitoring their own behavior and developing resilience. 	<ul style="list-style-type: none"> • Policies to be continually updated as required. Curriculum for Forest School to be carefully mapped with DHT and teachers. • Footpaths should hopefully be moved in 4-5 months following KCC and public approval. • Forest school site to be secured with security fencing. • Forest School teacher guiding teachers so that they feel more confident to use the area for curriculum coverage and enhancements to learning.
<p>Maintain the high profile of sport across the school.</p> <ul style="list-style-type: none"> • To install new playground markings to enhance physical, social and emotional well-being of children – readiness to learn. • Staff training – new orienteering course. • Renewal of orienteering membership with Enrich Education. 	<ul style="list-style-type: none"> • New markings not installed. • Playground zoned so that children have a great variety of activities to engage in. • Staff completed training, all are able to access new orienteering course and is being used across the curriculum. • Membership renewed. 	<ul style="list-style-type: none"> • School will be introducing OPAL from September 2024 – playground changes to occur with this. Focus on loose parts and safe, accessible storage of these and all weather playtimes. • Renew membership with Enrich Education next year. • Ensure all new staff are training in orienteering course.

<p>Ensure high quality delivery of an engaging PE curriculum.</p> <ul style="list-style-type: none"> Continue to use PE Lead to deliver CPD for 6 weeks to all members of teaching staff. PE lead to monitor teachers strengths and areas for improvement, then support and plan for delivery of PE. Write additional schemes of work where required. Review whole school long term plan to ensure the sports being taught are appropriate to our school and relevant to our pupils. Ensure progression of knowledge and skills across the curriculum and year groups from Early years - Year 6. 	<ul style="list-style-type: none"> PE lead has supported teachers with PE lessons and CPD resulting in staff being more confident in teaching a range of sports. (program delivered to newer staff, all staff accessed PE Lead support when needed). PE lead has produced schemes of work for additional sports. Key Skills documents monitored to ensure good progression from year R-6, ensuring pupil progression across year groups, enabling children to achieve expected by the end of the academic year. Long term plan updated, all areas of National Curriculum being met. 	<ul style="list-style-type: none"> CPD has been restricted this year due to other teaching commitments in class and teacher absence. Re-focus next year through Leadership release, staff meetings, LSA meetings. PE lead to continue to look at schemes of work and write new ones where required. Look at adding knowledge to existing skills progression. Discuss the option of adding more alternative sports to our curriculum, ensure skills are embedded and children are aware of the impact that they have on their learning.
<p>Maintain the broad range of sports clubs to include Netball, athletics, cricket and rounders and maintain a broad experience of sport for all pupils.</p> <ul style="list-style-type: none"> Continue to offer Early years – Balance and Cycle ready sessions. Consider purchasing more balance bikes for Early years and Year 1. Continue to offer year 4 level 1 Bikeability. To encourage more staff to run a variety of sports clubs in school. Promote sports clubs, especially for pupils who do not always participate, consider direct invitations where needed. Consider attending professional fixture. 	<ul style="list-style-type: none"> Cycle Circle program implemented, taught children in Year R how to ride a bike unaided. 2023/2024 Children (Year R) 58 children took part, 38 could ride a bike unaided. Completed April 2024. Children can prepare themselves for a journey using ABCD – check my bike is ready for the journey and they know how to start and stop correctly. Cycle proficiently: 2023-2024: 31 children took part and passed Level 1 training. Pupils’ knowledge in different sports has been extended. Pupils confidence and sport specific skills has increased. There is an increased opportunity for competition. 	<ul style="list-style-type: none"> Teachers directed hours to include club provision. External club survey sent to families to gauge willingness to pay for additional clubs. External Clubs offer enhanced (in line with parental feedback). Option to pay LSAs to run sports clubs. Book Bikeability for EYFS and Year 4 for academic year 2024-25. External competitions entered throughout the academic year, look to extend this further, maybe host some competitions within school. Book Maidstone United Football Club for coaching next year. Book Calypso Cricket T1 and T4-T5. Look for Professional Fixtures to attend next year.

	<ul style="list-style-type: none"> • Strong community links have been created through external clubs – increased opportunity for sport beyond the school gate. • More children are accessing sports clubs. • Professional fixture attended – Mens and Ladies Basketball Playoffs at the O2 Arena in May. 33 children and families attended, experiencing all elements of professional sport and the different opportunities sport can provide both on and off the pitch. 	
<p>Ensure access to a range of competitive sport at different levels enabling all pupils to take part in inter-school, intra-school and federation competitions and fixtures.</p> <ul style="list-style-type: none"> • Meet Sports Development Officer regularly. • Sign up for relevant competitions and provide coaching for the children in that sport. • Invite federation schools to a competition. • Attend other fixtures, not just those hosted by the Sports Development officer. • Continue to take targeted groups to competition. 	<ul style="list-style-type: none"> • Children competed in 6 intra school competitions across the year plus sports day. • Sports Day hosted as 2 separate days - KS1 and KS2. • Children have visited other venues and experienced taking part in a competition as part of a team or individually. • Specific coaching provided linked with competitions attended. • Mixture Sports Development Officer competitions attended ensuring target groups of children access competition. • Alternative fixtures attended, including Girls and Boys Mini World Cup. 	<ul style="list-style-type: none"> • Ensure class teachers lead on these from September. • Try to ensure a staff member champion for different areas of sport to ensure teams are created (football, netball, rugby, etc). • Review Sports Day's – both a success, keep as 2 days. • Make sure all children take part in practice for Potted Sports. • Dates in the diary much earlier. • Continue to build competition further, look to invite local schools.

Swimming Data 2023 - 2024

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?	81%	A total of 25/31 pupils can swim a minimum of 25 metres using a range of different strokes.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	81%	A total of 25/31 pupils achieved a minimum distance of 25 metres using a range of different strokes, including front crawl, back stroke and breast stroke.
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	100%	31/31 children have been taught the importance of self-rescue, this has been built into their swimming lessons, so that all children can access this essential life skill.
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	All children attend swimming lessons in year 3, those who have not achieved minimum requirement continue lessons each year, through to year 6, funding used to support extra lessons.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes	All staff fully trained swimming teachers – meet AQA standards as provided by the leisure centre.

Signed off by:	
Head Teacher:	<i>Jackie Chambers</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Jacqueline Frost PE and Outdoor Learning Lead.</i>
Governor:	<i>Simon Betts</i>
Date:	<i>16/07/2024</i>