The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

Commissioned by

Department for Education

THE GROVE PRIMARY SCHOOL

EQUA Mead Learning Trust
Every Child, Every Chance

Created by

association for Physical Education

YOUTH SPORT TRUST

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
Raising the profile of PE within the school.	Staffing and time throughout the year resulted in the profile being raised across delivery of PE, extra curricula activities and competitive opportunities from EYFS to Y6.	To continue to focus on next academic year.
Increase the number of children accessing physical activity across the school day including break and lunchtimes.	More activities were offered throughout the day, especially during lunchtime that were organized and carefully planned.	To continue next academic year.

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?	Cost linked to the action
Introduce lunchtime physical sessions/activities for pupils.	Lunchtime supervisors and coaches to support the running of the sessions. KS2 children who had the opportunity to take part in these session.	Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.	£4808.09
To provide a pathway for children to follow from PE within the curriculum to competition, representing the school against other	Staff run clubs and outside sports Coaches to provide opportunities for KS1 and KS2 children with an element of competition to it and competitive pathways. KS1 and 2 children who had	Key indicator 1: The engagement of all pupils in regular physical activity Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Key indicator 5: Increased	Access in a variety of different physical activity clubs throughout the year, through to local competition so the children had a pathway to follow. 11	£4851.21

schools.	the opportunity to take part in these session.	participation in competitive sport	competitions entered across the year including KS1 dance festival and multi-skill event.	
Annual membership to West Wilts Sports Partnership in order for the school to be part of local competition, initiatives, sports leaders training, support from local SGO. Membership to CSL (Collaborative Schools Ltd) group to access local sports competitions and festivals that are not scheduled as part of the School Games focus. PE lead also attends termly CSL PE lead meetings to gather updates around physical education, share good practice and the	PE Lead, young leaders and KS1 and 2 children who had the opportunity to take part in these session.	Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement Key indicator 5: Increased participation in competitive sport	Continued support from local SGO. Access to training, support and local competition so the children have a pathway to follow. 11 competitions entered across the year including KS1 dance festival and multi-skill event. Support in filling out Sports Games Mark. Opportunities for children to take part in competitive opportunities against other local schools, run at local secondary schools. 5 events taken part in with 52 KS2 children taking part. PE lead attended 5 of the meetings.	£1180.44

development of PE across the group.				
PE lead to be able to spend time quality reviewing PE within the school, carrying out pupil voice, carrying out, learning walks, attending PE group meetings, feeding back to staff, CPD and promoting sport and PE to the school community.	PE lead and staff as well as the quality of teaching children will receive. 2 teachers to enable them to teach swimming.	Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Quality review completed within PE that guided the focus for next year and celebrate PE within the school setting. Young Leaders were selected and trained resulting in them supporting promote PE and Sport, supporting with curriculum delivery and running of extra-curricular clubs.	£6592.80
To provide 1-1 support for DL SEND children and Enrichment afternoons for children to support with engagement in physical education, fundamental movements and wider aspects such as life skills.	Selected children with SEND needs, poor fundamental movement skills and social skills	Key indicator 1: The engagement of all pupils in regular physical activity Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Children with SEND needs received support during lessons to cater for their needs and so they could access it and achieve within each lesson. Children taking part in enrichment sessions felt more comfortable doing physical activity being in smaller groups and also focusing on less competitive	£7223.13

			elements which they associated with normal PE lessons. Elements of ELSA sessions were incorporated into physical sessions so the children had an area in which they could demonstrate the particular focus each week in a different social setting.	
As part of the curriculum in school, equipment was needed to enable the delivery of the units of work with age appropriate equipment being purchased. Other equipment was purchased for after-school clubs, lunchtime activities and afterschool provision.	Children throughout the school within PE curriculum time as well as after school clubs, including afterschool provision.	Key indicator 1: The engagement of all pupils in regular physical activity Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	All units of work being taught as part of the curriculum now have age appropriate equipment to use for at least 1 piece of equipment per two children – in most instances, children have their own piece of equipment to use when needed. Equipment to be sorted by Sports Leaders so the staff have only the equipment they need to teach a unit of work. All other	£2299.94

			equipment is stored in a separate shed and only brought out when needed.	
Upgrading of facilities to Increase the number of children being able to access a range of physical activity opportunities during the school day and after school.	Children throughout the school, lunchtime staff and afterschool provision staff	Key indicator 1: The engagement of all pupils in regular physical activity Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Children had a larger variety of physical activities to do as a result of upgrading facilities that impacted on PE lessons, play and lunchtime opportunities as well as afterschool provision.	£2144.99

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
The provision of 1-1 support for DL/SEND children and Enrichment afternoons for children to support with engagement in physical education, fundamental movements and wider aspects such as life skills.	Children with SEND needs received support during lessons to cater for their needs and so they could access it and achieve within each lesson. Children taking part in enrichment sessions felt more comfortable doing physical activity being in smaller groups and also focusing on less competitive elements which they associated with normal PE lessons. Elements of ELSA sessions were incorporated into physical sessions so the children had an area in which they could demonstrate the particular focus each week in a different social setting.	This level of support will continue for academic year 2024-25. Analysis has taken place to identify the children that will continue to receive support and those who will be added to enrichment afternoons throughout the academic year.
Raising the profile of PE within the school.	Staffing and time throughout the year resulted in the profile being raised across delivery of PE, extra curricula activities and competitive opportunities from EYFS to Y6.	To continue to focus on next academic year through the means of delivery that has taken place this academic year.

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

Question	**Stats:**	**Further context** **Relative to local challenges**
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	68%	*We have had to limit the number of swimming lessons during one term as the pool was closed for refurbishments which means pupils have attended fewer swimming lessons.*
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	65%	

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	15%	
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?	No	*Pool availability has been limited this year so extra sessions could not be booked.*
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes	*2 staff completed the swimming course for primary teachers to enable the teaching of swimming to our children.*

Signed off by:

Head Teacher:	*(Name)*
Subject Leader or the individual responsible for the Primary PE and sport premium:	*Daniel Murphy – PE Lead*
Governor:	*(Name and Role)*
Date:	*July 2024*