



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 increase the profile of PE, sport and outdoor play and learning for all pupils through the OPAL and School Games programme.	OPAL has provided pupils with high quality outdoor play and learning opportunities. Groups of children have benefitted from School Games competitions. OPAL has provided pupils with high quality play and learning.	All classes have participated in a range of sports via the PE curriculum. This is something to further develop in 2024/25 with a new PE and extra-curricular offer.
To celebrate the achievements of our children by continuing to develop sporting opportunities for all children.	Achievements are shared from home to school via Class DoJo. Pupils share achievements with their class and school achievements in assembly.	Children in every class offered the chance to play cricket and rugby as an extra sport. Dance is also an additional offer to the PE curriculum.
To continue to grow and develop the 'Breaktime Buddies', to help them to engage in leadership opportunities relating to P.E. and School sport.	Breaktime Buddies enjoy their role and responsibility at playtimes and lunchtimes. All Breaktime Buddies took part in training to enable them to set up and run games effectively with other children.	
To support pupils in developing a Healthy Active Lifestyle by providing opportunities so that they remain motivated to participate in physical activity with the aim of creating physical literacy in all children.	Children are exposed to a range of physical opportunities through OPAL, Forest School, PE and extra-curricular activities.	The OPAL leads in school to have protected planning time to further embed the programme.
Staff to have an increased understanding of the benefits of sport, outdoor play and learning.	Staff receive training on the PE curriculum and from the School Games representative. The PE lead shares updates on the benefits of outdoor physical activity and learning.	Children succeed in achieving the national standard in PE due to well-planned and structured lessons.
To continue to increase the confidence and competence of teachers and leaders to deliver high quality P.E., sport and outdoor learning. To upskill PE lead through CPD opportunities.	Multiple high quality training opportunities have taken place throughout the year. As a result, staff are well equipped to lead on activities in school.	
Encourage children to develop a Healthy Active Lifestyle by providing opportunities, broadening horizons and raising the confidence in children so that they remain motivated to participate.	Pupils have more opportunities to participate in healthy active lifestyle events. Some pupils are targeted and invited to join in extra curriculum sports clubs and events. Registers are tracked and monitored to ensure all children can participate.	

<p>To have a variety of different after-school clubs across the year to ensure all children are given the chance to attend a club they are interested in.</p>	<p>Attendance at clubs is monitored and tracked. Leaders ensure a range of clubs are offered throughout the year so that all children can benefit from extra-curricular sport and participation.</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
Continue to develop, build and increase the opportunities available for children to engage and achieve 30 active minutes daily.	<i>All teaching staff who need to lead the active 30 through daily mile/ movement breaks.</i>	Key indicator 2 - Engagement of all pupils in regular physical activity.	<i>The more pupils meet their daily physical activity goal, the more pupils are encouraged to take part in PE and sport activities.</i>	<i>Training and ongoing support for active 30- £1000</i>
Increase outdoor learning and play opportunities through the development of new OPAL zones and Forest School Education.	<i>All pupils will benefit through the enriched learning and play experiences.</i>	Key indicator 2 - Engagement of all pupils in regular physical activity.	<i>Leaders have committed to OPAL as a long-term goal for Ss Peter and Paul's. Dedicated OPAL leaders are passionate about providing the best play and learning opportunities for the pupils.</i>	<i>OPAL training, ongoing CPD and resourcing- £7,000. Forest School Education (Y1-6) £3,500</i>
Celebrate the achievements of our children to continue to develop sporting opportunities for all children.	<i>Celebration assembly every Friday to celebrate the success of all children who play sport and take part in sporting opportunities. PE Ambassadors and Breaktime Buddies to be acknowledged in celebration assemblies and given the opportunity to share whole school updates with their peers.</i>	Key Indicator 3 - The profile of PE and sport is raised across the school as a tool for whole school improvement. Key indicator 5 - Increased participation in competitive sport.	<i>More children are encouraged to choose a pathway into sporting opportunities both in school and outside of school.</i>	<i>Rewards and celebration events- £500</i>
Ensuring children have the	<i>All pupils are given the opportunity to</i>			

<p>chance to play sport at local and county levels, using the School Games, NUF and Catholic network competitions.</p>	<p><i>play and compete. The least active children are targeted to ensure they feel involved and can be achieved at their own time and speed.</i></p>	<p>Key Indicator 3 - The profile of PE and sport is raised across the school as a tool for whole school improvement. Key indicator 2 - Engagement of all pupils in regular physical activity.</p>	<p><i>Participation will be celebrated in school to encourage more pupils to compete.</i></p>	<p>Competitions and festivals- £6000</p>
<p>Continue to grow and develop the OPAL/ PE Ambassadors to help them to engage in leadership opportunities relating to play and sport.</p>	<p><i>Chosen OPAL/ PE Ambassadors and PE lead to have monthly meetings. The aim is to have a strategic approach to sports and physical development whilst considering staff and pupils' voices.</i></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><i>More children develop their own physical literacy and lifelong love of physical activity. Children learn leadership skills and support the development of PE and sport at St Michaels and allow for sustainability in learning.</i></p>	<p>PE meeting time-£1000</p>
<p>Encourage children by providing and developing a healthy active lifestyle by providing opportunities and raising the confidence in children so that they remain motivated to participate in physical activity with the aim of creating physical literacy in all children.</p>	<p><i>Sporting opportunities- competitive and non-competitive- a priority in school. Least active children targeted to ensure they feel involved and can be achieved at their own time and speed.</i></p>	<p>Key Indicator 1 - Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<p><i>More children develop their own physical literacy and lifelong love of physical activity.</i></p>	<p>£1000</p>
<p>Setting up an inter-school competition in KS2 so all pupils can compete against peers.</p>	<p><i>All children can participate in a competition as a team.</i></p>	<p>Key indicator 2 - Engagement of all pupils in regular physical activity.</p>	<p><i>More children are being offered the chance to take part in various sports.</i></p>	<p>Inter-school competition- £200</p>
<p>Have a variety of different after-school clubs across the year to ensure all</p>	<p><i>Various after-school clubs to be offered and target the least active children and transitional years of year 3 and 6.</i></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><i>More children are encouraged to choose a pathway into</i></p>	<p>After school clubs- £500</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>children are given the chance to attend a club they are interested in.</p> <p>PE Ambassadors to be elected to support PE lead in developing the subject and give pupils a voice in further improvements.</p>	<p><i>Pupils to have a crucial leadership role in. Children to be given information regarding opportunities with local sports groups through social media and PE lessons.</i></p>	<p><i>Key Indicator 4 - Broader experience of a range of sports and activities offered to all pupils.</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 5 - Increased participation in competitive sport</i></p>	<p><i>sporting opportunities both in school and outside of school.</i></p> <p><i>Leadership of PE to be shared between PE lead and PE Ambassadors so that pupils feel a responsibility for their own health and wellbeing.</i></p>	<p><i>Meeting time for PE lead and PE Ambassadors- £200</i></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
<p>To offer a variety of different after-school clubs to ensure all children are given the chance to attend sports and wellbeing clubs which meet their interests.</p> <p>Continue to grow and develop our young leaders to help them to engage in leadership opportunities relating to P.E. and School sport. PE ambassadors elected to help support PE lead and give a pupil voice.</p> <p>Celebrate the achievements of our children to continue to develop sporting opportunities for all children. Ensuring some children have the chance to play sport against peers from other schools and other counties.</p>	<p>After-school clubs are well attended. Registered and monitored so leaders can ensure all groups of pupils are represented and able to enjoy sport.</p> <p>Pupils have been involved in leadership responsibilities relating to sport and physical activity. For example, the appointment of Breaktime Buddies, OPAL Leaders etc.</p> <p>There have been more opportunities for pupils to compete in competitions with other schools. Pupils say they enjoy these opportunities and would like to participate in more local and county level competitions in 2024/25.</p>	<p>This has been a huge success in 2023/24. The school are proud of the extra-curricular offer and pupils report enjoying the range of clubs.</p> <p>In 2023/24, the decision was made to focus on the development of Breaktime Buddies and OPAL leaders. The work with the elected representatives has been successful in moving the physical activity off forward. In 2024/25, PE Ambassadors will take a lead on planning PE and sport, particularly extra-curricular opportunities. This is something the school will build on in 2024/25 with School Games, NUF and the Catholic network of schools.</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?	70%	<i>All children made good progress in the water from their starting points. Those who did not meet the expected standard developed confidence and swimming ability.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	70%	<i>All children made good progress in the water from their starting points. Those who did not meet the expected standard developed confidence and swimming ability.</i>
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	80%	<i>The majority of pupils were able to perform self-rescue.</i>
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	<i>There is not currently the facility or capacity to do this.</i>
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes	<i>Pupils are exposed to water safety in a range of ways at Ss Peter and Paul's, such as PSHE and within the swimming programme.</i>

Signed off by:

Head Teacher:	<i>Charlotte Chapman</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Kate Wilson - PE and Sport Lead.</i>
Governor:	<i>Kevin Dawson</i>
Date:	<i>12.7.24</i>