



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 |
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| 1) To continue to improve the engagement of all pupils in regular physical activity. | 1. Through the use of sports coaches, lunchtime supervisors and additional support staff the playgrounds has become more active at lunchtime with all pupils encourage to participate in physical activity. | A success this year was a sports coach that worked across the three schools. He was able to review and develop the curriculum to ensure strong progression from EYFS, KS1 to KS2. |
| 2) PE element of the curriculum will help pupils to create a positive relationship with physical activity for life. We want to develop healthy lifestyles, children eating a balanced diet, positive growth mind set and resilience | 2. Pupils are becoming confident in their physical literacy. Understanding the capabilities of their own bodies and developing their core movement skills in Agility, Balance and Co-ordination. | This resource was also used to identify those pupils who in lack confidence in physical activity and deliver bespoke sessions for them. |
| 3) To continue to improve the delivery of the PE curriculum through the implementation of Real PE and professional development for teachers. | 3. All teaching staff are able to deliver quality Real PE lessons. Assessments show pupils are making good progress. | Meon Movers in the junior school and 5 A DAY in the infants schools has increased the amount of daily time pupils are physically active and for many developed a more positive relationship with PE. |
| 4) We want to develop healthy lifestyles, positive growth mind set and resilience. | 4. All new staff were given access to Real PE | |

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| <p>5) Provide the opportunity for all our pupils to attend festivals and competitions</p> | <p>training through our mentor and all teachers have worked alongside the mentor and PE Teacher to continue to embed the new curriculum.</p> <p>5. All pupils have experienced some level of competitive sport this year; either interhouse or against other schools in our local community. This has raised confidence and excelled physical development.</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 |
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| <p>Utilise the provision of sports coaches every lunchtime for the junior and three lunchtimes a week for infants.</p> <p>Lunchtime supervisors receive training to enable them to play active games with the pupils.</p> <p>Additional support staff lead physical activities at lunchtime.</p> | <p>Pupils are impacted directly by additions organised sports offer at lunchtime.</p> <p>Varied activities and competitive sports encourage children of all abilities to join in.</p> <p>Groups of pupils are targeted to become more active e.g. girls football sessions</p> | <p>Key indicator 2: increasing engagement of all pupils in regular physical activity and sport</p> <p>Key indicator 3: raising the profile of PE and sport across the school, to support whole school improvement</p> <p>Key indicator 4: offer a broader and more equal experience of a range of sports and physical activities to all pupils</p> <p>Key indicator 5: increase participation in competitive sport</p> | <p>This action will actively encourage our pupils to be more active at lunchtimes and encourages positive behaviours as well as teaching them to use the equipment on offer.</p> | <p>£36,355</p> |
| <p>To hire a pop up pool for the Moorings way infants school site as well as catch up swimming sessions.</p> | <p>Pupils taught by high quality teachers who are in the pool with the children.</p> <p>Pupils will be taught a critical life skill of swimming with many more pupils demonstrating greater proficiency than previously.</p> | <p>Key indicator 1: increasing all staff's confidence, knowledge and skills in teaching PE and sport</p> <p>Key indicator 2: increasing engagement of all pupils in regular physical activity and sport</p> | <p>Pupils in year 2, 4 and 5 will received swimming lessons this year as well as revision sessions for year 6.</p> <p>Pupils will have increased opportunity to learn to swim.</p> | <p>£15,014.5</p> |

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| | Swimming teaching will start much lower down in KS2 and also become part of KS1 curriculum to avoid any non- participation of pupils and increase confidence to learn new skills. | Key indicator 3: raising the profile of PE and sport across the school, to support whole school improvement Key indicator 4: offer a broader and more equal experience of a range of sports and physical activities to all pupils | After school lessons will be offered to year 1 and 3. | |
| Invest in more PE resources to be utilised at lunchtimes and breaktimes. Invest in PE equipment that can broaden the range of sports and physical experiences pupils are offered. | Pupils will experience a broader range of sports and physical activities both and lunchtime and through the PE curriculum. | Key indicator 2: increasing engagement of all pupils in regular physical activity and sport Key indicator 4: offer a broader and more equal experience of a range of sports and physical activities to all pupils | More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and sports activities. | £1818.47 |
| Continue to develop and embed the PE curriculum using the Real PE model. Continue to increase physical activity in the infants through the use of 5 A DAY | Teachers deliver lessons with lesson planning that develops their subject knowledge and provide more robust assessment tools. Pupils receive quality PE lessons | Key indicator 1: increasing all staff's confidence, knowledge and skills in teaching PE and sport Key indicator 2: increasing engagement of all pupils in regular physical activity and sport Key indicator 3: raising the profile of PE and sport across the school, to support whole school improvement Key indicator 4: offer a broader and more equal experience of a range of sports and physical activities to all pupils | Teachers are more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, including teaching water safety and swimming and as a result improved % of pupil's attainment in PE | £4510 |

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| | | Key indicator 5: increase participation in competitive sport | | |
| Ensure the schools create opportunities for children to participate in local and regional competitions and sports festivals. | All pupils have access to sporting opportunities outside of the school environment. | Key indicator 2: increasing engagement of all pupils in regular physical activity and sport Key indicator 3: raising the profile of PE and sport across the school, to support whole school improvement Key indicator 4: offer a broader and more equal experience of a range of sports and physical activities to all pupils Key indicator 5: increase participation in competitive sport | Hampshire Games will be utilised to provide opportunities for pupils to complete and participate in sporting events with pupils from other schools. Field Gun club will continue to run and offer opportunities for regional competitions. | £350 |

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 |
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| <p>Utilise the provision of sports coaches every lunchtime for the junior and three lunchtimes a week for infants.</p> <p>Lunchtime supervisors receive training to enable them to play active games with the pupils.</p> <p>Additional support staff lead physical activities at lunchtime.</p> | <p>Our children had the opportunity to partake in a variety of physical activity at lunchtimes.</p> <p>Playground observations at lunchtime show that more pupils are engaged in physical activities.</p> <p>Reduction in behaviour incidents at lunchtime as pupils are engaged in physical activities with supervision of sports coaches.</p> | <p>We intend to use sports coaches next year based on feedback from the children and the staff that they actively encourage those who are less active.</p> |
| <p>To hire a pop up pool for the Moorings way infants school site as well as catch up swimming sessions.</p> | <p>Pupils in year 2, 4 and 5 all received swimming lessons this year as well as revision sessions for year 6.</p> <p>Pupils have received increased opportunity to learn to swim.</p> <p>Afterschool swimming lessons offered to Year 1 and 3 pupils were well attended.</p> <p>Meon Way Federation dive into innovative pop-up swimming pool programme (portsmouth.co.uk)</p> | <p>We will continue with the pop up pool next year and intend to swimming Years 2, 3, 4 and 6.</p> |
| <p>Invest in more PE resources to be utilised at lunchtimes and breaktimes.</p> <p>Invest in PE equipment that can broaden the range of sports and physical experiences pupils are offered.</p> | <p>Pupils are engaged more activity at lunchtime by using the equipment on offer.</p> <p>All content of Real PE is taught.</p> | <p>Continue to replace and update equipment when needed.</p> |
| <p>Continue to develop and embed the PE curriculum using the Real PE model.</p> | <p>Staff are confident in the delivery of real PE.</p> <p>Jasmine platform available so staff can continually</p> | <p>Continued investment in Real PE training for new staff and use of the 'Jasmine' platform.</p> |

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| <p>Continue to increase physical activity in the infants through the use of 5 A DAY</p> | <p>receive CPD.</p> <p>Pupils received a broad and varied PE curriculum.</p> <p>Assessment identifies that pupils are making good progress in PE education.</p> | |
| <p>Ensure the schools create opportunities for children to participate in local and regional competitions and sports festivals.</p> | <p>All pupils have had to opportunity to go off site and participate in sporting competition and festivals.</p> | <p>By having our own minibus the school has been able to transport children across the whole of Hampshire to partake in a variety of competitions</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> |
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| What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres? | 64% | We were struggling to transport pupils to a local pool as there was not one in walking distance. This also impacted of the time pupils could then spend in the pool and only receiving statutory number of lessons. This year the pop up pool on site has increased number of pupils who swam, time in lessons and number of lessons. |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? | 67% | <i>As above</i> |

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| <p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p> | <p>83%</p> | <p>We are coastal schools and safe self-rescue is a priority for us.</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>Yes</p> | <p>This year we have invested sports funding to swim a greater number of pupils starting in KS1. Also, we have used it to swim our year 4 pupils meaning that now are pupils can start learning a younger age.</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>Teachers have had the opportunity to learn from expert swimming instructors.</p> |

Signed off by:

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| Head Teacher: | Sara Paine |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | Christine Turner Ruth Vonk |
| Governor: | Matthew Fleet (Chair of AAB) |
| Date: | 31.7.24 |