



# 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
<p><u>Key indicator 1</u> Via staff meetings awareness of how to make PE lesson more inclusive was raised. Training given on STEP principle. Audit to explore if additional equipment is need to promote physical activity with SEND pupils.</p>	<p>PE lessons are more inclusive and staff have the appropriate equipment to support SEND pupils within lessons. Staff supported to understand how to adapt PE further</p>	<p>Resources have been purchased to ensure that lessons continue to be inclusive throughout the upcoming academic year. <b>NS - more observations and feedback from children to observe within lessons.</b></p>
<p><u>Key indicator 1</u> Continue with memberships for 5aday, Enrich outdoor learning hub, active maths  Send a list of active resources to all staff to refresh and for new staff members to be aware of what we already have in place</p>	<p>To provide further opportunities at lunch times for children to take part in physical activity to improve fitness levels.</p>	<p>Activity packs purchased and made. Playground boards purchased to encourage children to play games and know the rules to ensure played safely and correctly. Mid-day supervisors/ TAs can also refer to this to support the children. <b>Next steps-Mid day training</b> Two judo courses were successfully run at lunch times. Bitesize bootcamp has been successful this year across all year groups from 1-6. Continue with both next year. <b>Next steps - to improve playtime provision with quieter activities e.g. yoga mats under the shelter</b></p>

		<p><b>and resources to use in small groups.</b></p> <p><b>Purchase more active games- connect four, large chess.</b></p>
<p><u>Key indicator 2</u></p> <p>Bitesize Bootcamp to lead lunch time sessions to develop health related fitness levels.</p> <p>Sports leaders to provide personal challenges at break/lunch times</p> <p>Continue to use whole tracking document.</p>	<p>To increase health and well-being of our pupils and instilling a positive mindset towards health and fitness.</p>	<p>Sports leaders have completed termly intra-form challenges and personal challenges for active advent and Healthy lifestyle week.</p> <p>Sports leader training delivered by a level 5 trained sports coach</p> <p>Parents had two opportunities to attend a parent/child fitness session through Bitesize bootcamp and we will continue to do 1 per term.</p> <p>One parent walk/talk session held but numbers were low so continue to promote this in September. EYFS rainbow walk with parents was a huge success with lots of parents walking around with their children.</p> <p><b>Continue with this event next year.</b></p> <p>NPS sports leaders held two dodgeball friendlies against Cloverlea and Oldfield Brow on a Friday afternoon for the B teams and to reduce costs.</p> <p>A new age kurling festival was planned at NPS but the other school were unable to make it- <b>continue to do 1 per term next year.</b></p>
<p><u>Key indicator 2</u></p> <p>Developed club links with dodgeball, handball and athletics in 2022- 23.</p> <p>Contacted local sports people for assemblies or group sessions</p> <p>Arranged fixtures with local primary schools.</p>	<p>To continue promoting local sporting opportunities through outside agencies to allow the children more chances to be physically active outside of school.</p>	<p>Sports for Champions athlete event in the last week of term, Rebecca Davies came in to share her skateboarding success story.</p> <p>Following that, Graystone Mcr delivered skateboarding sessions to inspire the children to remain active throughout the summer holidays.</p> <p><b>NS To arrange a club for the Summer term 23/24 building on link created in 22/23.</b></p> <p><b>To explore practicality of a trip to the centre so more children can experience it.</b></p> <p>Liaised with AFC for female members to come in to</p>

		inspire more females to take part in sport following the build up to the Women's World Cup. 1:1 sessions with AFC for 2x children
<u>Key indicator 3</u> Staff attended CPD through TSSP or other providers.	To develop opportunities for our sports coach to support teachers and additional adults through observations and coaching and mentoring.	A new Yr4 teacher attended <b>FA Primary Teachers Course</b> and said it was really beneficial and gained lots of useful ideas to implement into her PE lessons. All staff had a refresher on the OAA cross curricular resources from Enrich and it has been utilised a lot more over the year, not just for PE but for history, geography, science and art lessons.
<u>Key indicator 2</u> Purchased physical equipment to support sensory circuits to enable children to reregulate and improve mental health	To support children to regulate emotions through physical activity.	Sensory circuits are embedded into timetables and children now beginning to recognize the utility of these and use them to reregulate. <b>Next steps- Pupil voice as to what else would help them in sensory circuits or what they would find useful in an outdoor sensory area.</b>
<u>Key indicator 4</u> Contacted clubs to provide alternative sports- cheerleading, skateboarding, New Age Kurling.	To provide opportunities for NPS pupils to access a even wider range of clubs.	Tracked and monitored participation in sports clubs and events to review participation. Built in a termly review of attendance and consequently created a list of actions for the upcoming term. Organised more friendly competitions to increase partition in competitive sports.

## 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
Arrange training for midday supervisors and TAS to organise and support lunchtime activities and games for KS1 and KS2 children to take part in to promote regular physical activity	To provide an increased access to and involvement in physical activities at school lunchtime for all children.	<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school	Children to play independently at break times using the boards and to understand the rules of the games. Midday supervisors and TAs arrange sessions at lunchtimes for more children to take part in.	Purchase boards with activity ideas and rules of games so children can organise and run their own game. £700
Buy sports coach support for Tuesday lunchtimes to train sports leader, including pupils with SEND, EAL, using the Playmakers Scheme.	The Sports Crew organise and run activities on the playgrounds at lunchtimes to engage children, particularly the least active and EAL children. Children with SEN/EAL are supported to be leaders.	<b>Key indicator 1:</b>	Daily activity levels for children increased. Increase in numbers taking part in extra-curricular activities Participation across groups	£1500
To continue with the whole school PE/ activity challenges at break times	All children	<b>Key indicator 1:</b>	Fitness levels increase on the tracker. Noticeable increase in fitness levels in competitions.	Purchase boards to see challenge leaders £200 Buy PE related prizes to motivate £500
Create a sensory area by the tepee area. Purchase equipment and ask parents for donations. Inform staff about the area and ideas on how to use it.	To support children to regulate their emotions by using physical activity in outdoor sensory circuit area	<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement	Children enjoy the sensory circuit and use it to regulate their emotions.	£1500 + parent donations

To provide 1:1 boxing sessions to help support children in regulating their emotions.	Children who need additional support in self-regulation or self-esteem through physical activity.	<b>Key indicator 2:</b>	Children talk to the adult leading the sessions whilst keeping fit, show reduced anxiety and manage anger on the playground TAs to observe so can incorporate into sensory circuits.	£4800
Buy membership for CHP Communicate with parents the Children's Health project workshops that they can attend	To encourage a healthy lifestyle in and outside of school for our school community	<b>Key indicator 2:</b>	Parents gain further support to engage with their children to adopt a healthy lifestyle. Positive feedback from parents with the support that we provide.	£250
Engagement of the PE Lead /whole staff/ parents in acquiring the Gold Standard in this aspect of the curriculum	Continue to hold and maintain the Gold Standard for the School Games Quality Mark to ensure opportunities for all pupils	<b>Key indicator 2:</b>	Raising the profile/awareness and impact of sports across school and gaining external recognition	£1500
To provide cover for teachers to enable them to observe high quality PE lessons structured to show progress and/or to show adaptive first teaching.	To upskill staff in structuring their lessons to maximise progress and to broaden their understanding of how to make adaptations.	<b>Key indicator 3</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport	Quality of teaching and learning improved and teacher confidence improved	£1000 PE release time for evidence
Subject lead release time to update knowledge and skills map	To update the knowledge and skills map to ensure the skills and associated vocabulary are clearly mapped so that children are aware of the appropriate terminology to use for each unit and bridging back to prior learning and built upon.	<b>Key indicator 3</b>	Embedding key vocabulary and progression skills for NPS's pupils.	£1500

<p>To provide the subject lead with release time to analyse data and provide next steps for extracurricular clubs &amp; fitness levels</p> <p>Continue to use whole tracking document.</p> <p>Questionnaires to parents of pupils with SEND or EAL to identify parents' views on barriers to the children's participation in clubs.</p>	To identify the barriers for SEND and EAL children not attending extra-curricular clubs	<b>Key indicator 3</b>	Number of children attending sports clubs increased. With a focus on EAL & SEND participation	£1000
Subject lead to organise a variety of activities in healthy lifestyle week	To provide opportunities to try new sports for all children.	<b>Key indicator 4</b> Broader experience of a range of sports and activities offered to all pupils	Children will enjoy the activities and be motivated to have an active summer.	£2500
To provide specific opportunities for girls to lead PE and sports activities	Girls within school, y3-6, in pupil voice expressed that they felt they did not lead as often as boys	<b>Key indicator 4</b>	Pupil voice will show that girls believe they have had equal leadership opportunities	AFC leadership support
<p>To enable more staff to go to events by using the Sports Premium Budget to provide cover teachers.</p> <p>To liaise with other school to share the cost of coaches.</p>	To enter more school games values events to give more opportunities for all.	<b>Key indicator 5</b> Increased participation in competitive sport	Number of children attending sports events increased. Positive feedback from children who attended the events.	£500
To provide top up swimming lessons to those children who did not meet NC requirements in year 3.	To ensure that all pupils can swim 25m by the time that they leave school.		Percentage of children who can swim 25m confidently increased	£4930.30 <i>Subject to availability at swimming baths</i>

## Key achievements 2023-2024 updated September 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>1:1 Boxing sessions to support a target group for social and emotional needs. Aim - to develop children's self-regulation, focus and self-esteem through the discipline and focus required during their 1:1 or small group sessions.</p>	<p>To provide 1:1 boxing sessions to help support children in regulating their emotions.</p>	<p>Parents have commented on the positive impact it has had on their child's well-being. Three children have gone on to join a boxing club outside of school. Pupil and staff voice speak positively about the sessions.</p> <p>NS to introduce small group work within sessions to further support social skills and self-regulation.</p>
<p>Awarded Gold Standard for the School Games Quality Mark to ensure opportunities for all pupils</p>	<p>Daily activity levels for children increased. Increase in numbers taking part in extra-curricular activities Participation at inter—form events across year group increased Profile of PE at Navigation raised</p>	<p>Awarded Gold Mark this year- aim for platinum next year</p>
<p>Provided specific opportunities for girls to lead PE and sports activities through AFC leadership programme and everyone had the opportunity to lead with Beyond the Physical leadership training.</p>	<p>More females taking part in leadership opportunities</p>	<p>Five Leaders from Y6 helped run Disney sports star club for Autumn term. Females from Yr4-6 have helped run dance WUSU on a Friday lunch time Ten females took part in a 6-week leadership programme with AFC.</p>
<p>Provided playground leader training through TSSP to support midday supervisors and teaching assistants.</p>	<p>More active lunch times Support leaders to organize activities.</p>	<p>Activity packs in the PE cupboard with games ideas to support. Playground boards to support the rules of game at breaktimes.</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?	72%	Seventeen poor/non swimmers in the cohort – three joined post school swimming lessons and a further three have significant SEND needs and will need continued support with swimming. This cohort was also impacted by the closure of pools during the Covid pandemic and the subsequent shortages of swimming lesson availability. That has been further impacted by the closure for 12 months+ of our local leisure centre and swimming pool.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	72%	See above
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	70%	See above
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	Additional sessions were provided for the poor/non swimmers in their final term at NPS
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	Not applicable as swimming lessons are delivered by swimming coaches at the pool not school staff.

Signed off by:

Head Teacher:	<i>J Patterson</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>F.Lang (P.E. co-ordinator)</i>
Governor:	<i>Matthew Bristow (P.E. governor)</i>
Date:	06.09.24