



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.**

Review of last year's spend and key achievements (2022/2023)

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.

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
Invested in REAL Legacy. REAL PE, GYM, Foundations and REAL PE @ HOME. This is a whole package, creating a planned, progressive and measurable PA and SS provision across the school.	The progress and attainment in PE and clubs, outside of the national curriculum. This has been clearly evident across all key stages.	Within the REAL PE scheme, children develop their understanding of the importance of physical activity and how to look after their bodies. Through discussions with children across the school, PE is a popular subject that is enjoyed by most.
Outside agencies have been welcomed into the school to complement the curriculum and encourage the passion of physical activity. Some agencies have been used with curriculum time; others have been furthering the knowledge of sport through after school clubs.	Attendance at clubs is trending upwards.	Children are expressing positive opinions about the choice of after school clubs.
Invited 'Sports for Schools' into school to encourage and inspire everyone to be active. In 2023, this was led by an international athlete who shared his passion for Wheelchair tennis.	The whole school event inspired all the children to get active. 100% of Foundation 2 – Year 6 children took part in a sponsored circuit alongside the athlete. The children listened to a motivational speech by the wheelchair tennis player which captured the school's attention.	This gained positive feedback from staff and children and was prebooked for the following year, 2024.

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
Train Midday Supervisors to deliver, lead and support sports activities.	<p>Midday supervisors / teaching staff as this allows them to engage the children further in physical activity.</p> <p>Children and the amount of physical activity they complete on a regular basis.</p>	<p>Key indicator 2 – The engagement of all pupils in regular physical activity.</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>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</p> <p>CPD for dinner staff to ensure more opportunities for pupils to be physically active during unstructured times.</p>	£250 for 2 hour training session delivered by outside agencies.
Invest in REAL Legacy. REAL PE, GYM, Foundations, REAL PE@ HOME & REAL Leaders.	Pupils / Teaching staff	Key indicator 2 & 5 – increasing engagement of all pupils in regular physical activity and sport. Children access a minimum of 2 hours of structured physical activity each week.	<p>Allows children of all abilities to participate in PE. Children enhance their physical, emotional and social skills through team building sports.</p> <p>More pupils reaching their daily movement goals.</p> <p>Ensuring that pupils develop physical literacy to continue their physical activity levels later on in life.</p> <p>Staff CPD will ensure high quality PE lessons are taught and sustainability</p>	£695 for yearly subscription to scheme.

			will be achieved.	
To invite outside agencies into school to complement the curriculum and encourage the passion of physical activity.	Pupils / Teaching staff	Key indicator 4 - Broader experience of a range of sports and activities offered to all pupils – Children have experienced a range of activities through after school clubs such as Multi-sports Judo, and Bo' Beatz drumming.	Gives children a range of different experiences and opportunities to engage in different sporting activities.	£9,664
Extra swimming lessons to allow sessions for year 1 – 6 across the whole year	Pupils	Key indicator 4 - Broader experience of a range of sports and activities offered to all pupils – Children have experienced a range of activities	Allows children the opportunity to become more competent and confident swimmers.	£2,952
Bike Ability – allow Early Years children the opportunity to develop skills.	Pupils	Key indicator 4 - Offer a broader and more equal experience of a range of sports and physical activities to all pupils		£150
CPD for teaching staff	Teaching staff	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	Primary teachers to become more confident to deliver effective PE supporting all pupils to engage and undertake a positive attitude towards the subject	£695 – linked in with REALPE subscription.
Children to engage in competitive sport within the forge trust	Pupils	Key indicator 5: Increased participation in competitive sport. Children to engage in a range of competitions.	Teaches children to strive to be better, celebrate respectfully, and feel proud to be part of a team. Pupils have greater opportunities to participate in sports competitively.	No cost

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
Invested in REAL Legacy, REAL PE, GYM, Foundations, REALPE@ HOME, REAL Leaders. This is a whole package, creating a planned, progressive and measurable PA and SS provision across the school.	<p>The progress and attainment in Physical Education has been consistently good across the school. Within REAL Legacy, children have been given the opportunity to learn a range of sports skills, as well as improve their social and emotional development.</p> <p>Staff have been observed by REAL PE Leaders to enhance their teaching. Staff have been supported in improving their teaching abilities through positive, and constructive feedback.</p>	<p>A range of Key Stage 2 children have been given training to be REAL Leaders. This has given the children the opportunity to lead small groups in sports and showcase their new leadership skills.</p> <p>All staff have voiced their confidence in teaching PE and have highlighted the benefits this approach / scheme has for staff and children. The encouragement staff show whilst delivering a session has a positive impact on how the children feel about Physical Activity</p>
Midday supervisor training has been undertaken by all Midday staff to help provide a positive lunch time experience. This was a 1.5 hour training session.	Staff have been provided with both theory and practical activities to support the implementation of high-quality activities during unstructured times. Through fun and active activities, the children and staff will be exposed to more physical exercise throughout the school day.	This has reduced the amount of behaviour incidents at unstructured times (lunch times) and increased the profile of physical activity and raising the morale of the playground.
Outside agencies have been welcomed into school to complement the curriculum and encourage the passion of physical activity. Different agencies have been used within curriculum time; others have been part of furthering the knowledge of sport through after school clubs.	External providers have stretched, scaffolded and raised the profile of our extracurricular provision. They have continued to share the passion of physical activity and raised the awareness of the importance of a healthy body and mind.	Children have been inspired to engage in a range of different sports such as Judo. Children have given positive feedback in relation to sports taking place during after school clubs and expressed their interest for the return of some.

Invited 'Sports for Schools' into school to encourage and inspire everyone to be active. Lead by an international athlete.	The children had a choice of taking part in the event – 100% of 5–11-year-old children across school took part. The children listened to a motivational speech by a Sprinter and Bobsledder which captured the attention of the school.	The children raised over £1,000 which was split 60:40 percent. This allowed the school to buy more PE equipment which was influenced by the interested of the children.
Children to take part in competitive sport successfully.	Children at the West Park Academy have done work through joining up with our partnership schools to participate in trust events/competitions. This is a huge privilege for the children, and they show pride in representing our school in sporting events.	The school is often offered opportunities to join in with a range of competitions/sporting events. This is an area we would like to take further and to participate in more events. Our school will continue to develop positive relationships within the local community and reach out to others to build further relationships.
The children, with support from 'Bike Ability' – had a session to support bike riding.	The children in Early Years enjoyed learning how to balance on a bike. They listened to a safety talk and discussed the importance of a helmet. This helps to develop gross motor skills that are useful inside and outside of school.	The school pride themselves in supporting children to develop skills in wider curriculum areas. We offer the children a wide range of activities that suit their interests.
Alongside KS1 and KS2 swimming and water safety within the National Curriculum, the children access extra swimming lessons across the academic year.	The children can develop the skills to become competent, confident swimmers. The importance of water safety can be well imbedded in all children.	This allows children to develop confidence in swimming and encourages a healthy, active lifestyle.

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?	63%	No challenges faced. Children attended swimming lessons at the local leisure centre.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	56%	Pupils assessed by swimming instructors using a range of strokes.

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	100%	Swimming instructors delivered water safety in the pool.
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	Not needed.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	Not needed. All swimming teaching and water safety is taught by swimming instructors from the leisure centre.

Signed off by:

Head Teacher:	Sarah Baldwin
Subject Leader or the individual responsible for the Primary PE and sport premium:	Stacey Edmonds and William Cox (PE Leads)
Governor:	
Date:	July 2024