



# 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.



**Flintham**



# **Primary School**

**Evidence of the Impact of Primary**

**PE and Sports Premium**

**2023 - 24**

## 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
All children are involved in regular physical activity through leadership activities e.g. playground leaders, house activities etc.	All children were encouraged to join the playleaders for activities on a rota basis, which resulted in more children being actively engaged in physical activity on a regular basis.	Children were engaged in the activities as their peers were the ones leading them.
Outdoor learning for EYFS children happened on a weekly basis, and the outdoor area has a good balance of enrichments and continuous provision.	All EYFS children were physically active through their outdoor learning session and children chose to be outdoors on a regular basis. Outdoor play was accessible daily.	Forest School training to occur throughout next year and roll out forest school across the school in the coming 2/3 years.
PE and playground equipment has been replenished to ensure equipment is available for planned sport and physical activity.	Children are able to take part in a wide range of PE activities and they have the equipment to be able to do this. A range of activities are available to the children throughout playtimes and lunchtimes.	New PE plan focusing on ABC (Agility, balance and coordination) is to be implemented for 2023-24.
PE CPD sessions with the Trust were used to develop PE throughout the year. This was split into school/specialist coach and had a focus on sporting events in the school calendar.	Plans were discussed and organised for the implementation of new PE program in September 2023.	Review and monitor the implementation of the new PE program across the school.
Children were taught the fundamentals of PE (ABC) through use of carefully planned lessons.	The PE curriculum is based on the key skills of agility, balance and coordination. Staff feel confident when delivering PE lessons.	New PE program to identify the fundamental ABC skills to support staff when delivering.
The school participated in a wide range of	Children's efforts and achievements are	An increase in the range of activities the

<p>sporting activities as a school e.g. football tournaments and tag rugby.</p>	<p>shared with the school and wider community, encouraging other children to take part in local sports.</p>	<p>children participate in. Introduction of virtual sporting competition for all children and ultimate frisbee competition.</p>
<p>Outside of school awards are shared in celebration assemblies and include a wide variety of sports, including gymnastics, horse riding, swimming, football, rugby, cricket, kick boxing and bell ringing.</p>	<p>The children share their achievements which inspires others to want to do the same or similar. It provides a role model for others. Sharing of achievements highlights clubs on offer in the local area.</p>	<p>Advertising of local clubs in the school newsletter or on the website to signpost parents to.</p>
<p>Children experienced a wider range of activities through the residential that are offered to all children in Key Stage Two.</p>	<p>Children's confidence to have a go at new things grew. Children were able to try out new outward bound type sports/activities.</p>	<p>To continue to provide experiences beyond local and school opportunities.</p>
<p>A range of sports/activity clubs were offered throughout the school year. Children were able to select the clubs they wished to attend.</p>	<p>Children had the opportunity to try out different sports/activities through the clubs on offer, which included yoga, table tennis, football, multi skills, rounders, hockey and mindfulness colouring.</p>	<p>To look at opportunities to bring in external providers so more opportunities are on offer.</p>

## Key priorities and Planning

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
Increase leadership by children – children to help plan, organise and run sporting events and playground games alongside the school council and staff.	House captains, school council , sports leaders and staff who are leading/organising the games. Sports coach/SSP is needed to train the children and staff.	Key Indicator 2: Increase engagement of all pupils in regular physical activity and sport Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement Key Indicator 4: Broader and more equal experience of a range of sports and physical activities offered to all pupils	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and sport activities during the school day. Children take on the role as sports leaders to encourage more children to participate in sports.	£3,860 costs for additional coaches to support lunchtime sessions. £750 for membership to Sports Partnership.
To deliver forest school lessons within the EYFS class on a weekly basis. Staff member to be trained in forest schools.	Staff member completing their forest school training. EYFS children to access forest school activities on a weekly basis.	Key Indicator 2: Increase engagement of all pupils in regular physical activity and sport Key Indicator 4: Broader and more equal experience of a range of sports and activities offered to all pupils	Staff will be confident in delivering a wide range of activities in forest school sessions. More children will be physically active through accessing outdoor learning.	£0 for forest school training (training paid for by individual member of staff) £100 for forest school equipment
Children to have access to a wider range of activities at playtimes and lunchtimes	All children at playtimes and lunchtimes. Staff during outdoor duty.	Key Indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport Key Indicator 2: Increase engagement of all pupils in regular physical activity and sport Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement Key Indicator 4: Broader and more equal experience of a range of sports and physical activities offered to all pupils	More children will be physically active during playtimes and lunchtimes. Children will be able to access a wider range of sports and activities. Staff will be confident when supporting children with the new activities. Children have been engaged in selecting what is available so will be more engaged it participating. Rota is in place and will be reviewed annually at the beginning of the school year. Equipment will be checked and replenished regularly.	£2,500 play equipment



Support children in accessing residential and experiences beyond local and school	Children in Key Stage Two who access residential All children in the school who are able to participate in a wider range of activities	Key Indicator 2: Increase engagement of all pupils in regular physical activity and sport Key Indicator 4: Broader and more equal experience of a range of sports and physical activities offered to all pupils	Children will grow in confidence through these wider experiences. Children are inspired to try new things. Opportunities for all children to try new activities that cannot be accessed in school. A program is in place for a two year cycle of residential.	£3,000 to support payment of residential
Wider range of continuous provision in EYFS	Children in EYFS class who access the provision.	Key Indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport Key Indicator 2: Increase engagement of all pupils in regular physical activity and sport Key Indicator 4: Broader and more equal experience of a range of sports and physical activities offered to all pupils	Children are able to be physically active throughout the school day. Provision is built up over time and enables access for future years.	£1,500 for equipment for the outdoor space
Replenish equipment for delivery of the new ABC based PE curriculum	All children in school through access of the new PE curriculum Staff delivering the new PE curriculum	Key Indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement Key Indicator 4: Broader and more equal experience of a range of sports and physical activities offered to all pupils	The equipment required to deliver the new ABC based PE curriculum will be checked and new equipment purchased when required. Children will be able to have access to a wider range of sports through the planned curriculum.	£1,500 for equipment for PE lessons
A wider range of children will take part in team events e.g. as part of the sports partnership, Trust and other opportunities	Children selected to be part of the sporting teams. Staff accompanying the teams as they gain coaching from some of the events.	Key Indicator 2: Increase engagement of all pupils in regular physical activity and sport 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	Staff gain coaching to deliver the sports in school. Children can share their experiences with others in the school to inspire them. Teams to be made up of children who have not had opportunities before.	£80 for membership to football league £750 for membership to sports partnership

School to offer some new sports either as part of competitions, playtime equipment or PE lessons	Children who have the chance to participate in new sports. Staff learning how to play new sports and rules of sports to support the children.	Key Indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport Key Indicator 2: Increase engagement of all pupils in regular physical activity and sport Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement Key Indicator 4: Broader and more equal experience of a range of sports and physical activities offered to all pupils	All children to participate in new sports. Older children to lead on new sports as sports leaders.	£1,000 for new sports equipment
Participate in virtual sports competition based on ABC's with all schools in Equals Trust	All children participating in the virtual competition. All children develop their agility, balance and coordination skills.	Key Indicator 2: Increase engagement of all pupils in regular physical activity and sport 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	Continuation of the competition for all schools in the trust so all children can take part in competitive sports without the cost of transport.	£0 as run by each school at their school
Specialist sports coaching	Staff who will be skilled in delivering these sports to other children. All children who participate in specialist coaching sessions.	Key Indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport Key Indicator 2: Increase engagement of all pupils in regular physical activity and sport 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	Specialist coaching sessions planned each year. Build on this with new sports.	£400 for specialist coach £800 for specialist PE coach



## 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
Sports leaders taken the lead on encouraging others to participate in regular physical activity e.g. playground leaders, house activities etc.	More children have been engaged in sports through the leadership of older children in the school.	Sports leaders need to train the next year group prior to them leaving for secondary school.
Forest school sessions have occurred weekly for EYFS children. Development of these sessions has occurred throughout the year. Forest school course will be completed by end of September 2024.	Children been more physically active. Children have taken part in a wider range of activities.	Forest school sessions will be extended across the school for all children over the next 2 years.
Development of a wide range of activities during playtimes and lunchtimes. The children were involved in deciding which activities they would have access to.	All children in school have the accessed a wider range of activities throughout the school day. More children are more physically active during the day. Children of different ages have worked together to support one another in learning new skills.	As a result of the new activities accidents and incidents have been reduced. Playground equipment will continue to be replenished and the activities refreshed if necessary.
Enabling access to residential for children to experience activities beyond their own, local and school experiences.	All children in key stage two have had the opportunity to attend residential and take part in outdoor adventurous activities beyond school.	The children who attended the residential showed an increase in self-awareness and self-belief as well as improving their team building skills.
Outdoor learning for EYFS children happens daily, with free-flow inside and outside and the area has a good balance of enrichments and continuous provision. New equipment has been purchased for the outdoor area.	All Early Years children are physically active throughout the school day. Children achieve a good level of development for gross motor skills.	The outdoor provision is continually being developed and new resources developed to support children's development.
New PE equipment purchased for the delivery of	All children have accessed a well balanced	The majority of children in school

the new ABC based PE curriculum.	PE curriculum throughout the year. Children have a good basis of agility, balance and coordination which can be applied in other sports.	perform well in sporting activities.
Children to participate in a wide range of competitive team events.	Groups of children across KS2 have taken part in football league, rugby tournaments, EQT mixed football tournament, ultimate frisbee, sportshall athletics and many more. The teams have shared their experiences with the rest of the school in assembly to encourage others to take part.	Rejoining the sports partnership this year has resulted in more competitive sporting events being accessible to the children.
Offer some new sports for children in competition, PE lessons and playtimes and lunchtimes.	A new playtime/lunchtime rota for activities has been created with the children and staff in school. Some of these sports are new to the children and the sports leaders have taken the lead on these. The children have had the opportunity to take part in new sports as part of PSHE week (building resilience) and sports week. EQT have delivered the virtual ABC competition, Ultimate frisbee and mixed sex, Y3/4 football tournament as new events.	To continue to be involved in EQT competitions and develop playtime activities. To continue to be involved in competition through sports partnership.
All children to participate in EQT Virtual Sports competition based on ABC's.	All children across the school have had the opportunity to take part in a competition against all the other school in EQT without the cost of transport. This competition is based on ABC's so builds on the PE curriculum.	The children have enjoyed the competition and celebrating their achievements in assembly. This will continue to be delivered in future years.
Offer a variety of specialist sports coaching for staff CPD and children to have experience of	Children have had the chance to learn sports from specialist coaches. Staff have	All year groups, including EYFS, received rugby coaching and coaching

sports.	received CPD, learning how to deliver high quality PE lessons for these specific sports.	from the specialist coach in on a weekly basis.
A range of sports/activity clubs were offered throughout the school year. Children were able to select the clubs they wished to attend.	Clubs have been open to all children throughout the year. Some of the clubs available have been mindful drawing, cooking, yoga, multi-skills, football, rounders and hockey.	All clubs were run by sports coach, school staff except yoga, which was an external provider. To continue to look at opportunities to bring in external providers so more opportunities are on offer.

## 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*

<b><u>Question</u></b>	<b><u>Stats:</u></b>	<b><u>Further context</u></b> <b><u>Relative to local challenges</u></b>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	100%	Due to our locality, the children only swim for 6 weeks in the year. This is six weeks for Y3/4 and an additional six weeks for Y5/6. This is improved from previous years when the whole of KS2 swam for 5 weeks altogether, so in larger groups.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	100%	Year 6 all used a variety of strokes throughout their lessons. The majority used front crawl, with some using back stroke.



What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	100%	All groups are taught to safe self-rescue, whilst wearing clothes, as well as rescuing another person from the water.
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	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	We use specific swimming teachers from the county council to deliver our swimming.

Spending for this year:

Total amount carried over from 2022/23	£4,200
Total amount allocated for 2022/23	£16,800
How much (if any) do you intend to carry over from this total fund into 2023/24?	£4,200
Total amount allocated for 2023/24	£16,800
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£21,000

Signed off by:

Head Teacher:	<i>Janette Dunderdale</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Graham Knott</i> <i>Class Teacher/PE Lead</i>
Governor:	<i>Caroline Aldrich</i> <i>Chair of Governors</i>

Date:	13 May 2024
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