



# 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.

## 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
<p>Maintain high quality PE and school sport offer developing competent and confident movers with the aim of inspiring lifelong participation in physical activity. Ensure all staff are clear on the aims of our physical education curriculum.</p> <p>Continue to build and improve on our current provision of Active Learning. Active lessons to be part of each lesson across the curriculum.</p>	<p>Ensure learning intentions are shared in a child friendly way and ensure all staff are comfortable with providing opportunities for physical scribbling. The curriculum is working if pupils are: making progress in the sense of knowing more, remembering more and being able to do more. Ensure this is at the forefront of all lessons. Ensure a range of equipment is accessible in every lesson so children develop a greater understanding of how to make their own choices and decisions.</p> <p>Use physically active learning resources to recap and retrieve prior learning to increase engagement, confidence &amp; knowledge in core subjects as well as creating new &amp; frequent physical activity opportunities. All staff members to take responsibility for creating new games each term to add to a bank on activities that can be used across all curriculum areas.</p> <p>Observations of others. All staff member to observe DL/PM/RS to identify strengths in their own practice and to identify areas where they can integrate further elements of active learning to enhance the children's learning.</p> <p>Continue to develop and maintain links with Move and Learn and Yorkshire Sport.</p>	<p><b>Key indicator 1:</b> <i>The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</i></p>	<p><i>All pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</i></p> <p><i>All training to be delivered in school by school staff. All staff to be increasingly active throughout all areas of learning. Add in not add on.</i></p>	<p>£1800</p> <p><i>costs for additional adults to support observation sessions. Resources to support the development of physical active learning environment.</i></p>

<p>Active breaks to be evident every day to ensure every class is meeting the 30 active minutes in school every day. Year 2 morning zoned areas Year 1 afternoon zoned areas</p> <p>Play leaders to support active playtimes and lunchtimes.</p>	<p>Active learning in practice observation September 14<sup>th</sup> presentation and observation in classes. Wakefield CC</p> <p>M.Ward in to observe Wakefield CC 28<sup>th</sup> September</p> <p>September 26<sup>th</sup> PM and RS to present at partnership PE Network in Doncaster</p> <p>October 3<sup>rd</sup> Netherthong School to observe</p> <p>October 9<sup>th</sup> All Saints C of E in to observe.</p> <p>February 21<sup>st</sup> 15 staff to observe active learning within lessons and presentation</p> <p>Year 1 to use the zone system that year 2 classes are using in the am. In the afternoon year 1 classes will take their equipment to their zone and use it as part of their active play. Active play tubs will reduce in size to reduce obstruction in the classroom. Each tub will be filled with</p> <ul style="list-style-type: none"> <li>6 x bean bags</li> <li>6 x tennis balls</li> <li>6 x skipping ropes</li> <li>6 x hoops</li> <li>6 x play ground balls</li> </ul> <p>Play leaders to support active playtimes. Create further opportunities for pupils to take ownership of their physical activity at breaks and lunchtimes. Introduce equipment and activities that can be utilised by all children. Training to be provided along with termly refresher training. Lead member of staff S. Lawson to supervise at lunchtimes. Teachers to</p>	<p>November 20<sup>th</sup> Holmfirth School to observe</p> <p>November 24<sup>th</sup> Nethererton School to observe</p> <p>February 22<sup>nd</sup> Yorkshire Sport to observe</p>	<p><i>Disseminating good practice. All staff to be observed throughout numerous visits from other schools and educators.</i></p> <p><i>Engaging lessons for all children to be delivered by all staff, maximizing engagement and participation levels throughout all areas of learning.</i></p> <p><i>Increased participation in activity for all children.</i></p> <p><i>All children have the opportunity to engage with playleaders and equipment during the lunchtime break.</i></p>	
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<p>Create equipment leaders in each class to ensure children take responsibility for collecting and returning equipment each playtime.</p> <p>Use the CAS framework to support teaching staff in adapting the layout of furniture and organisation of resources in their classrooms to meet their pupil's needs. Therefore, enabling movement to be integrated into the teaching and learning process in a purposeful and meaningful way.</p> <p>Continue to use the living streets WOW travel tracker to encourage parents to walk, park and stride or ride to school</p> <p>All KS1 children alongside all staff</p>	<p>support play leaders during playtimes. Play leaders to take responsibility for collecting and returning equipment following each playtime.</p> <p>Year 2 children to have 2 tennis rackets within their equipment set.</p> <p>To ensure all classes have a well resourced playground box that is accessed by their class during morning breaks. Create leaders in classes who are responsible for the monitoring of equipment. Children to make choices regarding the equipment to use ensuring it is suitable for the zone they are in.</p> <p>Classroom arrangement to be part of inset, all classrooms to be decluttered to ensure movement opportunities are utilized and maximized to provide children to be active throughout all classrooms regardless of size.</p> <p>Observations will be carried out to observe physically active learning in practice and identify steps for further development.</p> <p>Observations to identify how movement within the classroom is encouraged and enhanced.</p> <p>Funding has been secured for 23/24 we will continue to promote the message of active travel through assemblies, newsletters to parents and information on the school website. Active travel display to be visible in and around school.</p> <p>To maintain the 1K as a tool to show the children that exercise is good for all, to help the children build resilience outside of the</p>	<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p><i>All children have the opportunity to become more independent in their playground choices. Equipment to be used by all children to enable them to create their own games and activities while developing fundamental movement skills</i></p> <p><i>All children to have access to increased levels of physical activity throughout the school day.</i></p> <p><i>All children and families encouraged in ½ termly newsletters and assemblies to use an active method of transport.</i></p>	<p>£1500</p>
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<p>to jog 1K once/twice a week. We will use the playground and travel 5 laps every week. Reception children will use the 1K as their outdoor warm up.</p> <p>Children will be provided daily with the opportunity to partake in various Wake Up, Shake Up routines to engage and focus them for their learning while providing them with the opportunity to further develop their gross motor movements, increase their activity levels and provide them with the opportunity to move to music.</p> <p>Continue to develop the whole school approach ensuring all stakeholders are actively involved from policy to implementation level. Continue to develop what works well through observation and sharing effective practice and make decisive changes where less effective practices are in place.</p> <p>To be part of the Pennine Partnership. Involve the school in</p>	<p>classroom that can be transferred back into their learning. To encourage all staff to walk or run the 1K on a weekly basis to show children that exercise is good for all.</p> <p>To continue to update termly Wake Up Shake Up routines and reflect children's interest. Routines will be changed on a termly basis and routines chosen by the children will be added each term.</p> <p><i>Staff meetings and governor meeting used to share Sports Premium plan and updates using the CAS framework as our model to aid whole school improvement. Provide opportunities for governors to see active learning, PE lessons and active breaks in practice throughout the school day.</i></p> <p><i>To ensure good practice is shared across the key stages to ensure our active learning provision continues to build upon the work done so far. Use staff meetings, drop in observations and team planning meetings to identify and share good practice. Ensure all staff are accountable in the role they play within the implementation of the CAS framework.</i></p> <p><i>To work with other schools in the area to share good practice. To maintain links with Huddersfield University and speak to Early Career teachers about the benefits and</i></p>		<p><i>All KS1 children to take part in an additional 10 minutes of activity per week.</i></p>	
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<p>the following opportunities provided by the partnership:</p> <ul style="list-style-type: none"> <li>Partnership conference</li> <li>Intra and inter competitions</li> <li>Staff training and CPD</li> <li>Employment of sports coaches</li> <li>Assemblies</li> <li>Staff team building</li> <li>Play leader training</li> <li>Baseline assessment</li> <li>Lesson observations and feedback</li> </ul> <p>Year group termly updates and other communications provide signposting to varied and widely accessible (no cost/low cost) opportunities for children to be active in and out of school</p> <p>Ensure there is pupil voice on the environments, resources and opportunities provided for children to be active, including a range of suitable indoor opportunities that enable them not to be sedentary if outdoor physical activity is not possible</p> <p>Raising standards in PE and school sport requires all teachers and other practitioners to have access to effective professional learning. This will ensure that all teachers are developing their teaching and supporting the school in its overall effectiveness</p>	<p><i>research behind the rationale of active learning.</i></p> <p><i>To use the knowledge and expertise of the partnership staff to lead staff CPD.</i></p> <p><i>To be informed and attend upcoming training, cluster meetings and local events.</i></p> <p><i>Ensure PE and school sport is visible in the school through assemblies and notice boards, ensure positive messages are shared with parents through a termly newsletter and the school website.</i></p> <p><i>Carry out a pupil questionnaire to identify which clubs children attend outside of school to gauge what percentage of children are accessing clubs outside of school. Questionnaire to also gauge what children's interests are and what clubs they would like to attend</i></p> <p><i>Develop and extend our Parents and children's afterschool clubs.</i></p> <p>Staff training to ensure current practice remains of a high/ outstanding standard. All training will be run for both teachers and support staff to ensure we are up skilling all members of staff. Use planning sessions with the partnership to ensure training sessions are planned at regular intervals throughout the year.</p> <p>Staff questionnaires to be used to identify key areas for continued development.</p>	<p><b>Key indicator 3:</b> <i>Increased confidence, knowledge and skills of</i></p>	<p><i>Around 20% of the cohort will partake in inter school competitions at other venues within the community.</i></p> <p><i>60% of year 2 children will take part on inter competition s held by the partnership on the school site.</i></p> <p><i>100% of all KS1 and EYFS will partake in intra competitions throughout the year.</i></p> <p><i>Children have the opportunity to engage in clubs that are of interest. All children will rotate clubs so have the opportunity to experience a growing number of sports and physical activity.</i></p> <p><i>All children will benefit for increased teacher knowledge and confidence delivering a curriculum that meets the fundamental needs of all children.</i></p>	<p>£1300</p>
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<p>of teaching PE. Challenge teacher perceptions of what PE is, provide staff with CPD to develop a greater understanding of personal relationships with PE and physical activity to equip staff with the knowledge and skills to build confidence to deliver high quality lessons.</p> <p>To ensure the curriculum is owned by all. Ensure all staff know how our PE curriculum links to the National Curriculum.</p> <p>Continually provide training so all staff know the 4 aims of physical education national curriculum.</p> <p>Continue to develop planning further to ensure the following are addressed:</p> <p>How coherent is the curriculum? How is it sequenced, the order in which pupils learn new skills and knowledge? What are the pupils learning? How does it link to the past and how does it link to the future?</p> <p>Provide an updated consistent, progressive and coherent P.E. curriculum that empowers and increases staff confidence, whilst delivering the highest quality outcomes for our children in both physical, cognitive, social and emotional aspects of PE to ensure we are developing not</p>	<p>Monitor the use of planning with staff.</p> <p>Use staff training and review to ensure “fundamental skills are a key driver of our curriculum to deliver consistent, coherent and high-quality PE to all children in all year groups. Review the skill progression and assessment documents through staff meetings so all staff understand how skills progress through the key stages and how they can use this to inform their assessment.</p> <p>To observe high quality practice across the school, through drop in observations and monitoring.</p> <p>Staff questionnaires will be used to ensure planning is adapted accordingly and support is provided to ensure all staff are confident in delivering a high quality PE curriculum</p>	<p><i>all staff in teaching PE and sport</i></p>		
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<p>only physical skills but thinking skills, social skills and personal skills.</p> <p>To maintain our extra-curricular provision, offering after school club for all KS1 pupils once a week. This will increase participation in physical activity for an extra 45 minutes each week for most KS1 child.</p> <p>Identify which activities pupils would like to try. Ensure our school are providing activities that will engage the most pupils as well as the least active.</p> <p>Ensure our Physical Education, Physical Activity and School Sport provision meets the needs of our pupils. Use pupil voice to discover what will inspire them to lead healthy active lifestyles.</p> <p>To attend organised partnership games and events to recognise the hard work and determination of children within school. To host a growing number of events on our school ground to increase participation numbers and allow a greater</p>	<p><i>All KS1 children to have the opportunity to participate in scooters/bikes, multi-games, playground games, and a range of sporting activities throughout the year.</i></p> <p><i>Children to complete survey to establish most popular activities.</i></p> <p><i>Top activities for each year group to be provided. Autumn 1</i></p> <p><i>Clubs to be run 2 nights per week</i></p> <p><i>Activities will focus on the fundamental skills while meeting the suggestions of the children.</i></p> <p><i>Children will rotate the clubs so they will gain a broader range of experience through the clubs we provide.</i></p> <p><i>Autumn Clubs following pupil questionnaire:</i></p> <p><i>Bikes and scooters, Running, Gymnastics, Basket ball</i></p> <p><i>Skipping.</i></p> <p><i>Attend the Sports Partnership events providing opportunities for all children to challenge themselves through both intra and inter school sport where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome.</i></p>	<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>	<p><i>Monitor participation levels by aim for 85% of all KS1 children accessing clubs every week.</i></p>	<p>£12600</p>
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<p><i>number of children to take part in competitive events.</i></p> <p><i>To ensure attendance at events held by the sports partnership enabling a growing number of children have the opportunity to represent the school.</i></p> <p><i>Work with the partnership to host a greater number of events within the school grounds. This will ensure we have a greater number of children participating in inter competitions.</i></p> <p><i>Provide intra competitions across KS1 on a weekly basis to build resilience, confidence and develop team work. Sessions to be run by J.Scholes. on the ball court every lunchtime.</i></p> <p><i>Wednesday lunchtimes will be girls only football</i></p> <p><i>Whole school Intra competition to be run on a termly basis.</i></p> <p><i>100% of children from Reception to KS1 to take part in a whole school competition each term.</i></p> <p><i>Activities to include multi-skills, boccia and athletics.</i></p>	<p><i>Work with D.Hermann and young leaders to host a number of inter competitions within the school grounds.</i></p> <p><i>Throughout the year every child will have the opportunity to compete.</i></p> <p><i>Termly intra competitions to be attended by all children. Achievements for determination, resilience, team work and perseverance to recognised and rewarded.</i></p>			
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## 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

Signed off by:

Head Teacher:	Diana Z Wilson
Subject Leader or the individual responsible for the Primary PE and sport premium:	Paula Manser
Governor:	Pam J Smith
Date:	20 <sup>th</sup> November 2023