



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
Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport		
To ensure that all teachers receive high quality CPD in PE so that they are able to teach PE effectively.	All staff have received CPD throughout the year which has resulted in increased confidence and skills to be able to deliver all aspects of PE lessons leading to effective teaching and learning for all pupils.	OFSTED carried out a deep dive in PE in June 23 and practice across school was seen as effective and inclusive.
Key indicator 2: The engagement of all pupils in regular physical activity		
To continue to offer top-up swimming lessons to Y6 pupils (in addition to Y5 pupils) by arranging for all Y6 children to have additional top up lessons for one term.	7 x Y6 pupils can now confidently swim 25 metres. 7 of pupils can perform a range of strokes effectively. 100% of pupils (45) can perform water safety. Slowly but surely, children are overcoming their fear of water which means that more are learning to swim to the level that is expected of them at the end of KS2.	All pupils attend swimming lessons at least twice throughout their time in our school. The significant barrier facing these children is that the majority have never been in a swimming pool and are having to overcome their fear of water before they can even begin to learn the skill of being able to swim.

<p>To increase SEND involvement in intra-school sporting events by liaising with the SGO and signing up to competitions that involve SEND pupils.</p>	<p>An increasing number of KS2 SEND pupils have been involved in school-to-school festivals off site at local sporting venues such as Aldersley Leisure Village which has raised their self-confidence and encouraged them to play more sport.</p>	<p>To increase the opportunity for KS1 pupils to take part in unified events for SEND next year.</p>
<p>To increase the physical activity of KS2 children during lunchtimes through specialist sport provision (making sure to target particular groups of children who do not access other extra- curricular clubs).</p>	<p>Children are receiving specialist sports provision which is inspiring them to engage more in physical activity at lunchtimes in KS2. Targeted activities have involved and encouraged the least active children in KS2.</p>	<p>Specialist sports provision is available at lunchtimes on a Thursday and Friday using our external sports coaches.</p>
<p>To increase the physical activity of younger children during lunchtimes through the introduction of an Upper Key Stage 2 pupil sports leadership team who are trained and led by the staff P.E team in instigating active games and how to use the playground markings (making sure to target particular groups of children who do not access other extra- curricular clubs).</p>	<p>Most children are being more active at lunchtimes in KS1. Targeted activities have involved and encourage the least active children. The new playground markings have encouraged pupils to be more independent and active in their play as they have been shown how to use them by the older pupils.</p>	<p>Although the KS1 markings are being used by the KS1 children, as the year has progressed the motivation of the sports ambassadors has waned. It has also been felt that the KS1 pupils need more physical and concrete apparatus to encourage their strength/ spatial awareness/ co-ordination and motivation to engage in structured active play. The school will continue to use KS2 sports ambassadors to train up new Reception children in how to use the playground markings, as they will be using them for the first time.</p>
<p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</p>		
<p>To achieve at least the accreditation of the school games mark (silver)</p>	<p>The school's application to achieve School Games Mark Silver was successful in 2022/23 raising the profile of PE even further across school.</p>	<p>We plan to build on this success and widen our PE offer even further in order to achieve gold in 23/24.</p>

To raise the profile of PE within school 2 days a week through specialist sports provision.	All children receive two sports sessions per week – one delivered by a teacher and one by a Soccer 2000 coach. This has allowed us to offer a wider range of sports and has improved children’s enjoyment of P.E across school. Pupil voice has shown this.	Extra-curricular opportunities have also been implemented with specialist coaches delivering after school and holiday provision.
Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils		
To incorporate wider outdoor learning opportunities across KS1 via Wild Tribe forest sessions as well as a Wild Tribe after school club.	All year groups in KS1 have received Wild Tribe sessions and have accumulated a wider range of skills such as fire safety, bush craft and knot skills.	This offer needs to be broadened to KS2 pupils.
To provide an even wider range of sporting opportunities delivered by specialist coaches such as dodgeball, multi-skills and ‘Chance to Shine’ cricket both during and outside of the school day.	Soccer 2000 have provided high quality lessons and after school club sessions ensuring more pupils are able getting the opportunity to experience a larger range of sports.	We will continue to track SEND pupil engagement. The school has welcomed the opportunity to work with additional programmes such as ‘Chance to Shine’.
Key indicator 5: Increased participation in competitive sport		
Increase the levels of competition within school via regular, planned intra house competitions.	All children participated in dodgeball, cricket and multi skills intra house competitions this year allowing every child to experience competitive sport.	Termly intra house tournaments are to continue in future academic years.
Increase the levels of competition with local schools by signing up to a range of sporting WASPS competitions.	Girls and boys from KS1 and KS2 have participated in non-competitive and competitive sports during the year, raising the profile of sport.	This is an ongoing aim. We will utilise our sports coaches to prepare children for more competitive tournaments in forthcoming years.

Key priorities and Planning 2024-2025

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
To introduce an active breakfast club led by specialist sports coaches.	Coaches to lead the activity/ pupils to take part	Key indicator 2: The engagement of all pupils in regular physical activity	More pupils engaged in physical activity and meeting their daily physical activity goal.	£8000 for coaches to cover a breakfast club for an hour each day.
To ensure that specialist coaches are providing a wider range of sports at lunchtime (e.g developing skipping skills and preparing pupils for competitions) and at their after school clubs based on pupil voice surveys and targeting those children whose are not as physically active.	Coaches to lead the activity/ pupils to take part	Key indicator 2: The engagement of all pupils in regular physical activity Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils Key indicator 5: Increased participation in competitive sport	More pupils engaged in physical activity and meeting their daily physical activity goal. Specific skills that need to be developed are improving - skipping. After school clubs reflect the interests of the pupils. (basketball) Pupils are better prepared to take part in sporting competitions.	£2500 for the hire of lunchtime specialist coaches twice a week and for one hour of after school cub provision a week.

To purchase new lunchtime equipment based on the needs of pupils.	PE Lead to purchase the equipment/ Pupils to engage and use the new equipment.	Key indicator 2: The engagement of all pupils in regular physical activity	Pupils have high quality PE resources to encourage them to be active for longer periods of time.	£500 to purchase the equipment
To plan an orienteering day for the whole school.	PE Lead to source an orienteering provider for the whole school/ Pupils to participate.	Key indicator 2: The engagement of all pupils in regular physical activity Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils	More pupils get to experience and engage with a broader range of sports and activities to meet their physical activity goal.	£500 to book orienteering expert
To introduce Balanceability to Early Years Pupils.	PE Lead to purchase 10 x Balance Bikes / PE Lead to attend Balanceability Training/ Pupils to participate	Key indicator 2: The engagement of all pupils in regular physical activity Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils	Early Years pupils improve their balance and co-ordination and get to learn a new skills which improves their gross motor development.	£1400 to purchase bikes (£1200) and access training (£110)
To offer judo club as an after school club in the Summer Term.	PE Lead to purchase 36 lots of 6 x 6 mats and insurance to be able to run the club/ Pupils to participate.	Key indicator 2: The engagement of all pupils in regular physical activity Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils	More pupils get to experience and engage with a broader range of sports and activities to meet their physical activity goal.	£5000 to purchase mats and insurance
All pupils to participate in a Bhangra Fitness Day for the whole school	PE lead to source and expert to lead a Bhangra Fitness Day/ Pupils to participate	Key indicator 2: The engagement of all pupils in regular physical activity Key indicator 4: Broader	More pupils get to experience and engage with a broader range of sports and activities to meet their physical	£500 to book Bangra Fitness company

		experience of a range of sports and physical activities offered to all pupils	activity goal.	
To broaden the offer of Wild Tribe to all pupils across school so they get a block offer of lessons delivered by the Wild Tribe Lead in school.	PE/Wild Tribe Lead to plan lessons and take release time for 1 hour every week/ Pupils to participate.	Key indicator 2: The engagement of all pupils in regular physical activity Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils	More pupils get to experience and engage with a broader range of sports and activities to meet their physical activity goal. Pupils realise how interacting with nature can benefit their mental as well as their physical health.	£1000 to release PE Lead for an hour a week
To continue to offer top-up swimming lessons to Y6 pupils	Office Manager to book coaches and swimming pool. Y6 teachers to timetable core lessons in the afternoon so that pupils can attend the available morning swimming slot at the local baths. Pupils to participate in the lessons.	Key indicator 2: The engagement of all pupils in regular physical activity Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils	Pupils access to weekly swimming sessions allows them to develop confidence in the water and equips pupils to safe self rescue when in danger in water and swim 25m using a range of strokes.	£5000 for coaches/ 2 swimming instructors and hire of the pool

<p>To give staff in house training to develop their expertise in planning, delivering and assessing PE lessons by observing specialist coaches teaching their classes for an hour a week.</p>	<p>PE Lead to organise and timetable specialist sports coaches for the year/ pupils to participate</p>	<p>Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Increased confidence of knowledge and skills of all staff in teaching PE.</p>	<p>Taken from the £10000 allocation to pay for 2 days of specialist coaches who teach all classes in school, organise enrichment days and intra house competitions.</p>
<p>PE lead and sports coaches organise high quality enrichment days to offer pupils a range of experiences that allow them to set and beat personal challenges and develop the element of competition.</p>	<p>PE Lead and sports coaches to organise, resource and timetable intra-house competitions/ pupils to participate.</p>	<p>Key indicator 2: The engagement of all pupils in regular physical activity Key indicator 5: Increased participation in competitive sport</p>	<p>Pupils competitive spirit is encouraged. Self esteem is raised from beating personal bests. More pupils engaged in physical activity and meeting their daily physical activity goal.</p>	<p>As above</p>
<p>Pupils are trained by sports coaches as sports leaders to engage pupils in physical activity that motivates and encourages them to achieve personal challenges.</p>	<p>Sports coaches alongside PE Lead in school to train sports ambassadors in school/ Sports Leads to engage with the training programme/ Pupils to participate in sports ambassador activities</p>	<p>Key indicator 2: The engagement of all pupils in regular physical activity Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</p>	<p>More pupils engaged in physical activity and meeting their daily physical activity goal. Pupils develop leadership skills. Pupils achieve personal goals</p>	<p>As above</p>

<p>To attend WASP and PASS events with a wide selection of pupils representing the school (E.g. SEND)</p>	<p>PE Lead to sign up to city wide competitions/ Pupils to participate/ Staff to transport pupils to events in their own cars</p>	<p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</p> <p>Key indicator 5: Increased participation in competitive sport</p>	<p>A wide cross-section of Dovecotes pupils have participated in competitive sport with other schools across the city which has raised the profile of sport overall in school.</p>	<p>£100 in staff travel costs throughout the year</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
To work with our SGO to achieve school games mark Gold.	Successful targeting of pupils has meant that more pupils are engaged and/ or have competed in sport, such as SEND pupils and girls. This has supported us in achieving the School Games Mark Gold.	We aim to retain school games mark Gold for future years and develop our sports offer even further.
To engage more of our parents in physical activity by putting on multi-skills sessions for them to participate in their children's weekly PE sessions led by specialist sports coaches.	The sports offer has been broadened to parents and those who have attended our multi skills sessions with specialist coaches now have a better knowledge and awareness of how to increase their child's physical activity at home.	We aim to continue to attract and engage even more parents in physical activity when we run this offer again next academic year.
To increase participation of our SEND pupils and girls at external sporting events and sessions run by external specialists in both KS1 and KS2.	SEND pupils and girls have a raised motivation to participate in sport having attended external events, such as unified football and cricket competitions for girls and boys in KS2, tennis festivals for KS1, in house programmes led by Wolves Foundation mentors (Wolfwise) and girls Shooting Stars football club led by Soccer 2000.	We aim to continue to engage with WASPS and PASS events and target pupils who are the least active in school.
To continue to develop motivation to engage in physical activity that develops strength/ spatial awareness/ co-ordination and resilience, in KS1 pupils, particularly in our least active pupils.	The introduction of our new trim trail on the KS1 playground has increased activity levels in our youngest pupils and children are more active at playtimes and lunchtimes. Pupil voice has evidenced how KS1 pupils are enjoying using the trim trail at lunchtimes.	The school would like to source larger PE structures for the KS2 playground but sadly is not in a financial position to do so. For this reason, PTA events will be organised to raise funds for outdoor equipment. In the meantime, more PE equipment will be purchased for the KS2 playground.

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?	9% 4 x Y6 pupils	6 x Y5 pupils are already meeting end of KS2 swimming expectations so the school should expect to see better percentages next year. The school ensures that pupils in Year 5 and 6 go swimming once a week all year round and this will continue to happen next academic year. This does have a significant impact on our school budget but the majority of our pupils have never set foot in a swimming pool before being taken by school and the largest barrier they have is overcoming their fear of the water. Each term a different Y5/6 class goes swimming.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	9% 4 x Y6 pupils	As above

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>100%</p>	<p>Top up lessons have allowed a greater number of pupils to enter a pool for the first time and all can perform safe self-rescue.</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>Children go for one term in Year 5 as part of the core offer and for another term in Year 6</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>We pay for two trained and qualified swimming instructors to deliver all of our PE lessons.</p>

Signed off by:

Head Teacher:	Miss Tracy Challenor
Subject Leader or the individual responsible for the Primary PE and sport premium:	Miss Alex Reeves
Governor:	Mr Tim Wakefield
Date:	22.07.24